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SELECTED.

PEDAGOGY FOR YOUNG TEACHERS.

BY PRES. E. C. HEWETT, ILL. STATE NORMAL UNIVERSITY.

THE SCHOOL — THE HOUSE AND ORGANIZATION.

Usually, the teacher has nothing to say about the situation of the school house. In Illinois, this point is decided by the voters of the district; but, if they cannot agree, the directors may fix the site. But, the teacher should have intelligent views on this point, as well as on all others connected with his business. Other things being equal, of course, the best place to put the school house is in the center of the district; but if the center is in marshy ground or is otherwise unpleasant or unhealthy, or if it is not so accessible as some other place, then the school house should be placed elsewhere. In a city, the school should not be fixed on a noisy or dusty street, nor in the immediate vicinity of great manufactories, railroad depots, saloons, and other disreputable places.

SURROUNDINGS.

In the country, at least, the school-grounds should be liberal in extent. A half-acre is little enough; an acre is better. Probably, the best shape for the ground is that of a rectangle about twice as

long as it is wide. The ground should be surrounded by a substantial fence, to protect it from stray animals, and to determine the pupils' bounds. The house should set well back from the street; the ground in front should be devoted to ornament, and the ground in the rear should be divided into two parts by a high and close fence extending from the house to the boundary of the lot. These divisions may be used as play-grounds for the boys and girls respectively. A few trees for shade should be planted around the play-grounds, but there should not be so many as to interfere with free sports. The ground in front of the house should not be used as a play-ground, but should be kept in grass, and well adorned with trees, flower-beds, etc. An intelligent and skillful teacher can do much towards ornamenting and caring for this front yard. He can get assistance from the pupils in planting trees, flowers, etc., thus teaching them something about plant-life, awakening in them a pride in their surroundings, and so cultivating their æsthetic nature,—a part of education that seldom receives the attention it deserves. The yards should be well supplied with good plank or brick walks. Brick are perhaps cheaper, but plank walks dry sooner and are not so troublesome in icy times.

THE HOUSE.

In building a school house, it costs but little more to have some regard to due proportion and modest ornament, than it does to build a structure that looks like a barn or stable. The child will remember his old school house as long as he lives. Is it worth while that the remembrance should be that of a building that is cheerful and tasteful? In building the school house, care should be taken that the light shall not enter in front of the pupils, but from the sides of the room, and perhaps from the rear. There should be enough windows to give sufficient light; but in some cases, there are more than are needed, giving too great a glare of light in bright summer days, and admitting too much cold air in the winter. It is well to have the windows protected by strong board shutters, that may be closed at night and in vacation. In this way, the house may be protected from tramps and other intruders. It would be well if all our school houses were built with some due provision for ventilation; it is not difficult, if care is taken when

the house is building. Let the walls, floors, and windows be made as tight as possible, and then provide for bringing fresh air into the house. Warm the air thoroughly by passing it over a properly constructed heater, and then pass it into the school room. But, in order to make the air circulate, it is just as necessary that provision be made for the foul air to pass out, as for the pure air to get in. The place of escape should be made *near the bottom of the room;* and the foul air should pass off into the chimney, or into a separate flue provided for the purpose.

FURNITURE.

Usually, the desks, etc., are purchased without consulting the teacher, but he ought to be able to show the people that it is much better to supply convenient, well-made and well-finished desks, instead of coarse desks that a common carpenter can make of ordinary lumber. The cost is but little greater, for those who manufacture school furniture as a business select their lumber, dry it thoroughly, and do most of their work by machinery. Hence, they can make it durable, tasteful and at a moderate cost. Such furniture in itself teaches the pupils useful lessons. Besides, it does not offer the same temptations to rude boys that rough, uncouth furniture does. Few boys will try their jack-knives on well-made, handsomely finished desks.

As a part of the furniture, I would class books for reference, globes, maps and other apparatus. It often happens that it depends almost wholly on the teacher how much of such furnishings there shall be, and of what kind. If there is a lack in this respect, a teacher who is really in earnest will attend to the matter. Generally he may get what he needs by making proper representations to the school authorities. If he cannot do it in this way, he or his pupils may raise money by circulating a subscription paper; or some entertainment may be given by the school, to which a small fee may be charged. A very acceptable entertainment may be prepared with but little, if any, interruption of the school-work. In fact, the exercises may consist largely of readings, compositions and other exercises which belong to the regular work. It is better that the teacher should not contribute very freely of his own money for these objects.

CONDITION OF THE HOUSE.

The teacher should see that the house is in good condition when he takes charge of it. If it need repairs, he thould stipulate with his directiors to have it properly repaired, when he makes his bargain with them. It may be well to put this stipulation into the written contract,—for there ought always to be a written contract. He should see, also, that the house is clean when he takes it; and then he should see that it is kept so. To this end, scrapers and mats should be provided, and should be used. As often as necessary the house should be cleaned. The old-fashioned way of having teacher and pupils gather on Saturday and clean the house is not a bad one. It furnishes a good deal of fun, and at the same time gives the pupils a sense of responsibility in the matter.

If the house is clean, well warmed and well ventilated, it is likely to be comfortable; but the windows should be supplied with some kind of shade to regulate the amount of light. If there are no interior blinds, very good shades can be made of cloth, or of stout paper. The room should be made cheerful by pictures, mottoes, busts and other ornaments,—even simple wreaths of leaves are better than nothing. If the teacher owns articles that will ornament the room, he may use them for this purpose for a time. But it is better that he should get the pupils to help him obtain them, in some way, so that the school may own them. The sense of ownership on the part of the pupils assists in the education which they will get from these things, whose influence is sure to be a lasting one.

ORGANIZATION.

What is it to organize anything? What may be organized? In the Greek language is the word *ergon*, spelled with Roman letters, which signifies a work. The root-letters of this word are *rg* or *rgn*, and these letters express the original idea. The same letters are found in the words *organ*, *urge*, *energy*, *thaumaturgy*, and many others,—all these words express in some form the idea of work. To organize anything is to put in a condition to do some specific work. Why is this word appropriately applied to the musical instrument so called, rather than to a violin or cornet? Why is it proper to call the hand or eye an organ of the body?

What may be organized? Anything which by organization is prepared to perform a work. Hence, a legislative body, a town meeting, any public assembly, an army, or a school, needs to be organized before it can enter upon its proper work. To organize includes arrangement, but it means something more. The books of a library may be arranged, but a library cannot be organized. Why?

To organize a school, then, is *so to adjust its parts and forces that it may do the proper work of a school.* It should not be forgotten that the work of a school is two-fold, viz., the acquisition of knowledge, and the developing and disciplining of powers.

FIRST DAY'S WORK.

An old proverb says, "Well begun is half done." There is a great deal of truth in this, especially in a school. On the first day, the pupils of a school are more than usually wide-awake and observant. The teacher may fancy that he is taking their measure, but he may be sure that they are taking his, quite as certainly, and quite as accurately. The impression from this day will remain through the term. If that impression is a good one, it is not certain that the term's work will be a success; but, if the teacher fails, he will fail in spite of a decided advantage. On the other hand, if the first day's work is poor, future success will be up-hill work.

It is important that the teacher should go to his first day's work furnished with all the knowledge he can possibly have, concerning the house, the neighborhood, the pupils, and their previous progress. He may gain this knowledge by visiting the district, inspecting the school house, conversing with the previous teacher, the directors and others, and by inspecting the records of the pupils' progress and standing, if any have been kept. It ought to be required of every teacher that he should keep, and leave in permanent form, such records of his school as would give his successor fairly complete information concerning all pupils. In seeking knowledge concerning his future school, the teacher should not allow himself to be biased by neighborhood quarrels and jealousies; nor should he impress his patrons with the notion that he is over-anxious to obtain their views on schools and education. He ought not to lead them to think that he is pliable as the good-natured

teacher who was willing to teach that the earth is round or flat, just as his patrons should choose.

DEFINITE PLANS.

It is of great importance that the teacher enter the school-house on the first morning, with a complete and definite plan of the work he proposes to do that day, and of the order in which the several steps are to be taken. Scarcely anything will so deeply impress his pupils with the idea that he is master of his business.

PROMPTNESS.

The teacher should be on time every day; but it is especially important that he should be very prompt the first day. If he intends to be at the house fifteen minutes before school on other days, let him be there half an hour before school time this morning. The pupils are usually present on the first day; and the mere presence of the teacher may prevent the organization of mischievous schemes,—besides, the furniture will need to be put in order, etc. He should greet his pupils cordially, but not show himself too anxious to become familiar. He should have his eyes wide open without seeming to be specially observant. If he detects some pupil whose look or manner seems to forebode trouble, it may be well to ask such a pupil pleasantly, to assist in some of the work of preparation.

At the exact moment the signal for order should be given. If the house is furnished with a large bell, a warning signal may be given about ten minutes before the time to begin, to be followed by another slight signal at the exact time to begin. It is not well to give signals by pounding on the house with a ruler, or in other uncouth ways; this is not putting things to their appropriate use. Bells have been used as signals for ages,— this is their chief purpose. Let it be remembered also that *the slightest signal is the best*, provided it is sufficient. A single, sharp tap of the bell means more than a prolonged ringing; it says, "Come, now;" but the prolonged ringing says, "Come, after awhile." A visitor once passed an hour in one of those schools that seem to work like clock-work without any effort on the part of anybody,— no school ever really moves in that way, however. The visitor was especially

impressed with the prompt and exact manner in which the classes arose and passed to recitation; there seemed to be no signal. After the session, she asked a little girl belonging to one of the classes, how the pupils knew when to rise and pass. "Why," says she, "Did you not see the master move his thumb?"

ASSIGNING WORK.

As soon as school is in order, work should begin. Two minutes or less is time enough for a teacher's inaugural,—a few words of greeting, a hope for diligence, good conduct and success, heartily spoken,—this is enough. If devotional exercises are to be had on other mornings during the term, they should begin now. As soon as they are over, some work should be given immediately to each pupil, except perhaps the very youngest.

Examples may be put on the board for those who have been through the "ground rules" of arithmetic, another set for those more advanced, a spelling lesson for the younger ones, some exact task for the classes in geography, etc.—let each pupil feel that a responsibility is put upon him. It makes little difference what the work is, only it must be *useful, reasonable and definite.* Fix an exact time when the result will be called for, and do not neglect it when the time comes.

TAKING NAMES.

As soon as all are at work the teacher should proceed to take the names; this should be done with the least demonstration possible. If any of the pupils are working at the board let them write their names beside their work, give the older pupils slips of paper on which to write their names, pass to the others and take their names in a whisper or low tone of voice. Be sure to spell all the names correctly, It is very essential that the teacher learn to put the names and their owners together as soon as possible. A pupil is impressed very differently when his teacher calls him promptly by name from what he will be if the teacher designates him as the boy on the back seat, the boy with a red neck-tie, etc. He feels that, in the teacher's mind, he has passed out of the limbo indicated by "boy" into the field of true personality. Besides, as the pupils are so familiar with their own names, they feel that it is an indica-

tion of weakness for a grown man, a teacher, to be ignorant of what is so easy to them.

To assist in learning the names it will be well for the teacher to be supplied with a plan or map of the school-room; then as soon as he ascertains a pupil's name let him write it in the proper place on his plan — of course the pupils will have been informed that they are to retain their present seats until they are changed by the teacher's order or permission. Having the plan before him with all the names in their proper places, a careful glance from time to time at the name and face which belong together will soon associate them. He is a weak teacher in this respect who cannot learn to call each pupil in a school of forty promptly by name at the close of the third half-day.

TEMPORARY CLASSIFICATION.

It is not wise to attempt to classify completely at first. Adop the classes of the previous term, put new pupils where they seem to belong, taking care not to class them too high, let the pupils distinctly understand that this is all for the present, and any changes will be made as soon as you think best to make them. Having thus arranged the classes assign each a regular lesson. In the afternoon of the first day put a temporary programme on the board; and, by the second day, the school should be in regular order.— *Ill. School Journal.*

LONDON SCHOOLS.

BY PROF. E. L. WELLS, OREGON, ILLINOIS.

Their subjects of instruction in many respects are much like ours. In the following they are different: Bible and religious instruction is required in accordance with the rule that neither in letter nor in spirit shall the children be attached to any particular denomination.

A course is given for the six years of the six standards.

This is the requirement of the first of the six years:

The children must commit to memory Exodous xx; verses 1–17; Matthew v, verses 1–12; Matthew vi, 9–13, and the 1st Psalm

They must also study the life of Adam and the first seven chapters of Matthew.

There is much of religious instruction in all of the English schools, but in the elementary schools the time of such instruction is at the beginning or end of each session, and parents, if they choose, can withdraw their children from such instruction without forfeiting any of the other benefits of the school.

In the systematically arranged object lessons there is a six years' course of elementary instruction in physical science.

Instruction is given in reading music and singing by note. Much of their music is the composition of Geo. F. Root, of Chicago.

Every department of a school must have a teacher capable to teach drawing.

In one of the poorest of the Board Schools, a penny school near the India Wharf, the children were very poorly clad, the circumstances of life were against them, yet I saw much to commend, especially their work in drawing.

Boys have regular military drill in companies upon the school grounds.

Girls have lighter drill and calisthenics. Some of the gymnastic exercises were very fine.

There is a full course for girls in needle-work and cutting out. The infants are first taught to hem and to thread needles. When a girl has finished the sixth standard and is thirteen years of age she is expected to be able to do work in hemming, seaming, felling, running, stitching, sewing on buttons, sewing on strings, gathering — including stroking and setting in gathers — pleating, herring-boning, marking, cutting out a plain garment, whipping and sewing on frills, running tacks, patching, darning, knitting plain and ribbed socks and stockings, and making underclothing and children's frocks.

So says the scheme for teaching needle-work.

Domestic economy receives considerable attention, and one or more of the women teachers in every girl's school must be competent to teach cookery.

Practice kitchens are provided that the girls of the schools may have the opportunity of learning cookery.

I copy a few of the questions asked the women teachers at one of their examinations:

1. Write down instructions as to cutting out and making a shirt for a boy ten years of age. Name the amount of material required, together with the width and price of the same.

2. What grate and cooking utensils would be useful in a cottage kitchen? State the price of such a grate and the cost of the different utensils required.

3. Explain the way by which woolen and colored materials should be washed and dried. By what means would you remove stains caused by the juice of fruit or ink? Describe the process of washing and "getting up" plain collars and cuffs.

4. Give recipes for making four light puddings and four cooling drinks which might be useful in a sick-room, and state any rules which you may have been taught for your guidance in waiting on a sick person.

In one school I visited, the teacher was receiving pennies to place in a savings-bank. She said her pupils deposited from three pence to two pounds each per year.

In another school I heard a

GOVERNMENT INSPECTOR

examine classes in reading, number and geography. He was well qualified for his work and looked for thought as well as for a knowledge of books. This is a question he asked a small pupil: What will five wheels of cotton cost at tuppence ha'penny each?

Z is called *zed*. An English pupil says: "b, u, double-*zed*, buzz."

An English teacher says *shedule* for schedule, and they all say *sums* for problems or examples.

The schools are well supplied with maps and charts, but there is seldom more than one black-board in a room, and that not more than three feet by four or five.

Their text-books are not as finely illustrated as ours. The geographies are small and as uninteresting as a spelling-book. At the request of one of the head masters I have had some copies of our geographies sent to him for examination.

In a school of 1,000 pupils three government inspectors spend three days each per year in examinations. The work is mostly

done in writing and the papers are taken away to be marked. Pupils that cannot make 250 attendance, *i. e.*, who cannot be present 250 half-days in a year, are placed by themselves and make up what is called the "Fag School." The government inspectors do not examine such pupils.

CORPORAL PUNISHMENT

is allowed in the schools, but all cases must be recorded in books kept for the purpose. Such punishment must be inflicted by the head teachers at some time set apart for the purpose. Head teachers may inflict punishment in exceptional cases, but full reason therefor must be entered in recording book.

The janitors are called *school-keepers*. They are required to assume the entire charge of the buildings and grounds.

The buildings are supplied with gas, which is often used in the day-time, and they have grates for heating the rooms. Fifty-five degrees there in a small room is not considered uncomfortable in winter. In summer the play-grounds are left open to the children until 8 o'clock in the evening. The

VACATIONS

in the London schools are two weeks at Christmas, one week at Easter, one week at Whitsuntide, and three weeks in summer, one of which is always the first week of August.

SCHOOL VISITORS.

At different times I went with officers, called school visitors, from house to house, as they were looking for delinquent pupils. The parents made all sorts of excuses for their children in trying to shield them for their absence from school. They took me into some of the slums of the city to show me how miserably some of the school children live. One head master told me his school had been established five years. At the beginning 500 children were without shoes and stockings. Then they were mostly supplied and quite tidy.

SUPERINTENDENT'S EXAMINATION.

At a Superintendent's examination of parents, summoned for not sending their children to school, the mothers were mostly in at-

tendance. They were called, one at a time, into the presence of the Superintendent, to whom they made all kinds of excuses for the absence of their children — as poverty, sickness, truancy and thieving. To some he said if the absence continued they would be brought before a magistrate and fined. To others he gave applications for charity help. Children cannot be put out to work unless they are thirteen, or have passed the fourth standard of the schools.

I verily believe compulsory education *is* a good thing *in London*, and *would be* a good thing *in Illinois.*

LONDON SCHOOL-BOARD MEETING.

At one of the meetings of the London School Board, as is sometimes the case in this country, a member made a long speech in favor of reducing teachers' salaries.

He was met by another who said: "The economical member throws flings against the teachers."

"He is ungenerous," said another.

And then a member at the right hand of the chairman made the best short speech I ever heard in favor of education, of good schools, of good teachers, and in favor of paying such teachers good salaries. I noted this statement: "There are not one-fourth as many criminals in London as when this school work was commenced eight years ago."

The greatest opposition to the Board comes from ministers and other churchmen. One minister said to me, "Why, the Board has ordered a large building to be erected in my parish, just across the road from my school. They will charge less tuition than we do, and they are sure to take our scholars, and our school will be broken up. I tell you what it is, the School Board of London is carrying things too far, and will only be satisfied when it gets control of education in the city."—*Ill. School Journal.*

NATURE STUDY IN COMMON SCHOOLS.

BY CHARLES H. FORD.

Having spent a week or so in collecting material for illustration, we may take up the question of furnishing fuel for this stove that we call the body. We notice, in the first place, that the fuel must

be of the right kind. Stones and dirt will not burn at all; wet wood burns very poorly; pine and other soft woods make a quick, hot fire; hard wood and coal make a slow fire, but one that lasts; gunpowder? — well, it will burn! What do you think about it?

Will it take much ingenuity on the part of a teacher, who has familiarized herself with the properties of the various food-stuffs, to draw the analogy between the substances mentioned above and the various classes of foods so clearly that the children can draw their inferences? The comparison of wet and dry wood will show how proper material may be in improper condition for food.

We notice, again, that the fuel must be prepared for use, and so must the food; but the stove and the body differ in the fact that when we put wood into the stove, it is ready to burn,— when we put food into the body, it is not ready to give heat. It needs to be worked over a good deal, and there is some apparatus furnished for the special purpose of working it over and preparing it for use.

This brings us to the organs and processes of digestion. Let the children watch themselves while eating, and tell the teacher the next day how they ate. Question them closely, and, if necessary, refer them back to the experiments until they can fully describe the process of mastication and its immediate results upon the food. Let them chew thoroughly and slowly a cracker, or a piece of bread, and see how many observe the change to sugar. Then comes swallowing, and the teacher may furnish the information as to the closing, at this time, of the several tubes which lead to the throat. The action of the œsophagus and stomach may be described by the teacher, and illustrated by objects or plates.

Now let the children see that eating too much or eating too fast will interfere with the proper working of these organs, just as in a sewing-machine, if the cloth is fed too fast, or in two large quantities, the needle breaks and the machine easily gets out of repair. The need of moderation is reinforced by the need of regularity, and we have then learned that the right kind of food, in the right condition, must be eaten slowly, in moderate quantities and at regular intervals. Only so much of the philosophy of digestion as falls in with our comparison of the body to a stove will be of special service here. The need of a draft for our stove brings us to respiration, one of the simplest and least understood subjects in

physiology. Place one hand under each arm,—let the children follow suit; exhale, inhale. The hands go father apart. Place one hand between the shoulders, the other hand on the breast; exhale, inhale. The hands go farther apart.

Imagine a pint bottle immersed in a pail of water and the stopper removed. A pint of water rushes in. Why? Imagine the bottle expanded, and more would rush in. Why? Empty a rubber bag of a pint capacity, and then pull the sides apart and a pint of air will rush in. Why? Expand it, and more will rush in; exhale. Tie a string about the chest; inhale. The string breaks. What broke it,—the air? Then why does it not burst the lungs? The air and water act on exactly the same princple. Further suggestion is needless.

But all the air is not fit to breathe. In old wells and old cellars is a gas called choke-damp, which kills animals that breathe it and puts out a candle-flame. When we sweat freely, or wear our clothes a long time, they smell badly. So do our sleeping-rooms when we get up in the morning. This air is unhealthy, and our noses warn us against it.

Place a lump of quicklime in a jar of water. Let it become clear, then pour off some of the liquid. Breath into the clear water through a tube; it becomes milky; something has gone into it from the breath. This is carbonic acid gas, or choke-damp. Is it poisonous? Get the lungs of a sheep or hog, and show them to the children, and let them see the structure. Impress the children thoroughly with the importance of plenty of room, and avoiding round shoulders and compressed waists. Let them understand that the penalty is open disease or hidden weakness. In the name of humanity, save the coming generation if the present one is hopeless.

We may now give a couple of weeks to the skeleton, not because of any special connection with what has gone before, but because of its immense importance to children of this age. The data may be found in the great majority of the numerous text-books on physiology; but, for mercy's sake do not teach the names of the bones. They are so much lumber, excellent in their place, but worse than useless here. Dwell especially upon the care of the bones in childhood, the importance of eating proper bone-food,

and the use of the bones as a framework for the body. Give round shoulders, curved spines, tight waists and tight shoes a rub at every opportunity, and practice (whatever your sex) as well as preach.

Our stoves need to have the ashes taken out, and the body likewise. The lungs get rid of the smoke, and the skin and kidneys dispose of the ashes. It is, of course, necessary that they be kept in good working order. If complete stoppage of either of the organs of excretion produce death, what must be the result of partial stoppage?

The importance of cleanliness cannot be too much emphasized. Do not allow children to come to school dirty. Teach them, also, the exhalations of a dirty skin are peculiarly poisonous to breath.

At about this time (during the fourth year) the children may be led to a comparison of the body with a machine. They will find that the body has rods or levers (bones), pulleys (joints), and ropes (muscles); that it wears out by use, as may be proved by the falling off of skin, hair, and nails, and by the excretions of lungs, skin and kidneys.

But we do not take out bones and muscles to repair them, even when they are broken or cut. They are mended just as a rope would be, if a new thread or stand were put in as soon as an old one wore out; or as a beam would be, if new particles were to replace old ones as fast as worn out.

For ordinary machines we have repair-shops. The repair-shops of the body must then be within it. The processes of digestion furnish material and work it over for use in the body. Respiration also furnishes five-ninths of the material used. Circulation distributes this material. Secretion furnishes oil and lubricating fluids, and the materials to aid in digestion. Excretion clears away the rubbish.

But our machine, when all in running order, is still incomplete. It must have some one to "run" it. The nervous system, of brain and nerves, does this work for the body, aided by the organs of sense.

We thus have machine, repair-shops, and engineer harmoniously combined, and automatically worked. Can the teacher see a moral lesson here?

I should be glad to take up, more in detail, the various portions

of the subject already treated, as well as those yet untouched, but in doing so should trench upon the field of the text-book, and do not understand that the columns of *The Journal* are open to me for any such purpose. Enough has been said, however, to indicate the line of work that may be followed, and to show that the teacher is surrounded by a wealth of illustration that is inexhaustible, and needs only to be searched out. But I cannot forbear speaking further of the last five weeks of the eighth year.

All through this work in physiology there are opportunities for the inculcation of moral truth. In fact there is little question that physiology is, with the possible exception of history, the very best subject we have for the appropriate and *effective* introduction of moral precepts. This is particularly true of that part of physiology which treats of the nervous system.

Under Hygiene of the Nervous System let the pupils understand that the brain is an exceedingly delicate organ, and is to be exercised, like the muscles, regularly, with moderation, and with sufficient intervals of rest and recreation. Teach them that the nervous system is closely dependent upon the condition of the body, while, on the other hand, the body is absolutely dependent upon the nervous system; that this forms the physical basis for the manifestation of mind, and therefore, when diseased, produces those phenomena known as insanity; that physical and mental disease have an important bearing upon the moral condition, while moral disease no less certainly reacts upon the physical and intellectual.

Teach the children that they are under the reign of law, inexorable and terrible to the offender, but beneficent and protective to him who follows the precepts laid down. Teach them that the plea of ignorance never averts the penalty of disobedience. Teach them that any natural law, whether physical, intellectual, or moral, cannot be disobeyed, whether at the mandates of family, of fashion, of church, or of state, without an irretrievable injury to the whole nature. Teach them that the sins of the parents are visited upon the children "unto the third and fourth generation of them that hate" (or disobey) the divine author of all law. The foundation that will thus be laid of such respect for God and His law as will greatly benefit the pupil in after-life, is worth far more than mere knowledge can be, and should be the aim of every teacher to inculcate.

The *main* object of this work in physiology is not (as in other studies) discipline, but knowledge,—knowledge of how to take care of the body. At the same time the teacher can make the study a means of training to observation of facts, to description of these facts, and to reasoning upon the basis of the facts observed.

Question persistently and relentlessly but judiciously, and throw the pupil back upon his own opportunities of observation, wherever possible. This understood, the outline here given must be only suggestive. The matter and manner at the time of using must, whether original or not, be *the teacher's own*,—must undergo the same change, mentally, that bread and potatoes go through before becoming bone or muscle.

One way is given in which the work *may* be done to show that it is practicable and practical, and to furnish hints to those who are but new to the work.

The individual judgment of the teacher, after careful study of the subject, must determine the amount and arrangement of the subject-matter; and if the teacher has not the science and the art of teaching, let us hope she will not try this work.—*N. E. Jour. of Ed.*

THE DIFFERENCE.

A few days ago we visited a school taught by a young lady who openly acknowledged that she hated teaching and taught simply for the almighty dollar. And yet she boasted that she could teach as good a district school as any Normal graduate; and that her pupils progressed as rapidly in their studies as the pupils of professional teachers. We entered the school room just as the pupils were coming in from recess; and were kindly received by the young lady in charge. Ten minutes were consumed in quieting the pupils, and during that time we took a general inventory of the room and its occupants. It was naturally a pleasant room, well lighted, neatly plastered, good furniture, and, had the walls been hung with a few pictures to break the monotony of the scene, it would have been as pretty a country school house as is often seen. But the only attempt at decoration was one solitary, ragged multiplication chart which had evidently been handed down as an

heirloom from preceding generations. In one corner a long bench was piled with a promiscuous mass of hats, caps, overcoats, mittens and dinner pails; and sticks of wood, pieces of bark and a few crusts of bread were scattered around the stove. We were curious to see what intellectual development could take place under such circumstances; so we took out our note book and noted, or rather took a synopsis of the proceedings.

The first class called was "A class in geography," consisting of two boys and three girls. A few questions were asked and answered in the usual way and, though our hearing is generally considered acute, we failed to comprehend the answers given. The teacher was evidently troubled in the same way, for she suddenly jumped to her feet and exclaimed: "We want this noise stopped instanter! I'll not hear another lesson till this room is quiet." Comparative quiet reigned; and we were able to grasp a few ideas. "James, what is the rain fall of a country?" "Rain that falls." "Johnny, if you don't get your book and make less noise, I'll—— Johnny, do you hear what I am saying?" "No mom." "Get your book." During this colloquy the geography class were variously occupied, one of the girls was studying her spelling lesson, and the two boys were seeing how many times they could sit down on the floor without being detected, and the other two were quietly enjoying the fun. "Eddie, describe the effect of high mountains on ocean winds." "Cools 'em off." (No comment by teacher.) "James, what two principal causes modify the climate of western Europe?" "Scholars, there is too much noise in the room; don't let me see another whisper to-night." Eddie had not yet tackled the climate of western Europe, but had been engaged in something of vastly more importance to him; and by the skilful manipulation of "Pick or Po" had added several pins to his stock in trade. The teacher took it for granted that the question had been answered, and continued the lesson. But, if we should continue the contents of our note book, it might be recognized, so we'll let this suffice.

But the same farce continued through every recitation. No stated time was given to any class; not a word of explanation was offered; not a kind word spoken during that afternoon. The teacher hated teaching; the pupils hated to go to school, and when

there, teacher and pupils worked against each other. One little fellow who was trying hard to study amid the hubbub, came to a hard word and the little hand went up for help, but "no questions now" dampened his ardor and the hand reluctantly came down. The little fellow twisted uneasily in his seat and with a disappointed look closed the book and commenced marking on his slate. Inside of three minutes he was ordered to "put up that pencil and study his lesson."

"Intellectual child murder" as *The Moderator* said a few weeks ago, was being committed daily and those bright young intellects were being dwarfed and stultified and all their finer sensibilities being deadened by a conceited teacher who was no more fit to instruct the dawning intelligence of a child than you or I to build a suspension bridge — and yet I imagine this is not a solitary case. God grant the day may not be distant when teachers cannot enter the school room without special training for their work.

In contrast to the above is a little experience in southern Wisconsin a few years ago. We were riding along the road about ten o'clock and came suddenly on a little frame school house nestled in a small grove. It was not very prepossessing in appearance and we concluded to see how it looked on the inside. A rap at the door called the ruler of the little place into view. We apologized for the intrusion; explained that we once belonged to the pedagogic ranks and asked permission to enter. We were cordially welcomed and made to feel at home at once. We only heard two recitations; but they did not interest us as much as numerous other things. On the desk we noticed "Swett's Methods of Teaching" and a copy of the "New England Journal of Education." The walls, though dingy, were decorated with advertising cards tastefully arranged and a couple of lithographs of the Buckeye mowers and reapers. Over the teacher's desk hung "Wide Awake" and "Fast Asleep," two handsome chromos given, I believe, to subscribers to the *Christian at Work*. On a stand in the corner was a copy of "Zigzag Journeys in Foreign Lands" and two copies of *The Youth's Companion*. Before we left we were asked to read a chapter of "Trapping for Barnum" from its pages. We gladly complied and it was a pleasure to read to those bright, attentive listeners. The teacher told us she was in the habit of reading to

them every day, and often used *The Companion* as a text book for her advanced class in reading.

The picture of that school room, and that gentle girl leading those young minds in wisdom's ways will ever linger a pleasant memory in our mind. We love to think of it, and a prayer goes up from our hearts for God to bless that teacher and those pupils wherever their lot on earth may be cast. She loved her pupils and her work. Her pupils loved her and their work. They were a happy, loving family. On her register we found only three cases of tardiness and not a pupil had been absent, unless detained by sickness, during a three month's term.—*Michigan Moderator.*

WHAT TO DO?

One of the most hopeful of the signs of the times is the earnest inquiry for directions for improvement in teaching. These inquiries are mainly from men and women who are in the district schools, though no small number of the assistant teachers in the city schools begin to feel the need of more light and knowledge. The reason the district school teachers are more earnest is that on them devolves the sole responsibility of the welfare of their schools. The trustees hire them, but never visit them. With such a teacher the responsibility is very heavy, and a conscientious person feels it.

What shall an honest teacher do who wishes to improve in teaching? It is evident that he must know more of the Science and Art of Education. First, then, of the Science of Education. He must settle in his mind that education is not the acquirement of knowledge, and that however *thorough* he may be, and however exacting his *discipline*, he may not be educating at all. He must study the views of the best thinkers on the subject of education, and he cannot do a better thing than to purchase Joseph Payne's Lectures on Education. The best writers and thinkers define education to be the harmonious development of the mental, moral and physical powers. Let this be kept in mind steadily during the day; let the teacher ask himself as he faces his class, "Am I developing the faculties of my pupils?"

As he reads further he will find that a second principle is, that this development is effected by the absolute exercise of the mental,

moral and physical powers. This means, not that it is effected by something learned by the pupil, but by the exercise of the faculties. Omitting just now the moral and physical sides, and confining attention to the mental or intellectual faculties, he will see that, to strengthen the perceptive powers, they must be exercised by employing them on proper objects; that the associative, remembering, judging and imaginative powers can be developed by employing them. He will see, further, that there may be a great deal of book-work done and no exercise of the mental faculties that is worth naming. He knows by his own experience that when he wants to do the least he reads a newspaper, and this is a fair sample of what goes on in the school-room.

He will find that a third principle is, that, to effect the development, the mental powers must be directed upon things, objects, or subjects that belong to the real life of the child. He knows that very much of what is done in school is dropped as soon as school is over, just as the average man drops the theology he heard on Sunday when the wheels of business begin to turn on Monday. The pupil is set to calculating what the weight of so many bushels of wheat will be at so many pounds to the bushel, when he does not know what wheat is, nor what a bushel is. An incident went the rounds of the papers recently by which it appears that a boy was shown a pound weight. Looking at it in astonishment he said: "Why, I thought that a pound was more than a man could lift." Under such circumstances, how much development could be got by that boy out of Reduction ascending or Reduction descending.

A fourth principle is, that the objects or subjects to be selected must lie just outside the circle of the child's experience so as to be easily connected by thinking with that experience. This, of course, denies the usefulness of abstract objects; it supposes that new subject can be easily brought into the light of the child's experience. You turn up the gas jet a little way and it sends out light to a certain distance, you turn it up higher, and the circle that is illuminated is a larger one. So it must be with knowledge.

Other principles, such as that the objects must be practical so that the powers will intuitively operate, that the pupil does the education, the teacher only furnishes the occasion, and that pleasure

accompanies mental activity, are important to be fastened firmly in the mind.

Let it be remembered that these principles have been discovered by examining the mode or manner in which the human mind operates. Let the teacher then hold these principles in his mind and begin to examine the operations of the minds of the children himself. If he is not a student of mental operations he will be no teacher. He may not see clearly how he is to apply these principles; but let him determine to do so at all hazards. He has before him a class in reading. Let him say to himself, "I am to educate; what now is education? (Principle 1). How is it effected? (Principle 2). What subjects are to be selected? (Principle 3). What must be done with those subjects or objects? (Principle 4). And so for the others."

Let him criticise himself unsparingly; let him next determine to be common-sense at all hazards, and that means scientific.

Having fixed on certain principles, let him next determine to improve the art or method of his teaching. By this is not meant the way the children stand or hold their books; it means that the method by which the teacher exercises the mental powers shall be in accordance with the method of nature. A right method will come from a clear understanding of principles. Let it be the reading class that is before him. He proposes to have the pupil get the thought of the author and communicate it to the hearer. Now, we know that of all the teaching in the school-room, the teaching of reading is the very worst. The reason is that there is no thinking done by the pupil. Begin, then, by *inciting thought.* If your pupils exhibit activity of mind over the reading lessons you may be sure you are on the right track. Remember, you teach reading mainly to exercise the mind. Are your pupils thinking? If they think they will develop their minds.

Keeping this in mind the teacher will discuss the whole "piece," he will take word by word, sentence by sentence, and burrow in them, so to speak, so that the pupils find out all there is to be known. The kind of sentences, the analysis of words, the figures of speech, the composition of similar "pieces," the emphasis, inflections—all will be looked into by the teacher and pupils. If his method is a good one, he will have a class before him glowing

with pleasure. Why? Because mental activity and development give pleasure, contrary to the usual notion. Going to school when there is no mental activity, and going to school when there is mental activity, are two different things.

The teacher's method will spring out of the great principle that every so-called "lesson" is an exercise of the mind. To guide the teacher in his method some aid may be derived from books on methods — possibly, but they will be helps only; they will not take the place of the careful study of the child. In previous numbers of the JOURNAL the principles pertaining to methods have been given — such as "from the known to the unknown," from the thing to the sign," etc., etc. These may help, but let the teacher keep his eye on the child; he can read there his success or failure.

Finally, let no one be discouraged; let him keep bravely to work. If he will keep the principles of education before him and practice in accordance with them, he cannot but eventually succeed. Two volumes will be of the utmost value to him. One is "Principles of Teaching," by Joseph Payne, price in paper 50 cents, and the other is "Talks on Teaching," by F. W. Parker, price $1.00. Both are published by E. L. Kellogg & Co., New York.—*N. Y. School Journal.*

THE USE OF THE DICTIONARY.

BY. MRS. J. M. LORD.

In a Chicago school recently, the class that was reciting in the "Language Lesson," were requested to give a sentence with the word "capillary." A little girl wrote, "I sailed across the ocean in a capillary." When asked what she meant by that, she turned to *Webster's Unabridged*, and triumphantly pointed out this definition: "Capillary, a fine vessel." Further investigation showed that nearly all the class had made the same blunder.

This incident, going the rounds of the papers just now, gives an apt illustration of the misuse of the dictionary. I presume this teacher had never given a thought to the subject before this time, and she had *supposed* that all her scholars fully understood the meaning of the word as given in this huge volume of definitions.

We know that the mind of a child seems to work strangely sometimes, and unless great care is taken to guide that mind aright, error *will creep in* and find a lodgment there which is hard to drive out. Teachers are apt to say, (and rightly too), "We have *no* time for *these* things; why, we often fall short of sufficient time for the bare recitation." I know this is one of the great drawbacks in schools of the present day, yet I think a lesson of three paragraphs well understood is worth more to a scholar than three pages *well recited* without being understood. And I think that enough can be taken from each recitation for all that is needful in order to become familiar with definitions, as they apply to lessons. I would recommend that every teacher be prepared with some book of synomyms; Campbell's is excellent. Whenever a word occurs in the lesson the class is preparing, that is not well understood as to its meaning, do not allow the pupil to consult the dictionary at all, but expect the pupil to ask the teacher the meaning of the word; she can give from her book of synonyms several meanings of the word, and thereby ascertain whether either of these will make it clearer to the mind of the pupil than the one definition often found in the dictionary, and which will not convey to the pupil the idea the author intended. If not, allow the word to remain unexplained until the recitation of the class takes place.

Suppose this to be a lesson in Geography and the troublesome word to be "celebrated," which occurs in the answer to one of the questions, viz., "The Island of St. Helena is celebrated for having been the last residence of Bonaparte." The teacher calls the attention of the class to this sentence, which she writes upon the board.

Teacher.—"How many of the class know what this sentence means?" No hands are raised.

T.—"Allen, you may tell what you *think* it means." He replies, "It is where Bonaparte died; I read about it in my book of great generals."

T.—"This is not the meaning. Willie may tell us. He says, "It is where Bonaparte lived when he died."

T.—"Well, but this does not tell us all the meaning of the sentence."

Now the word that had been inquired about is mentioned again by Annie, and she thinks if she knew the meaning of the word

"celebrated," she could tell all about the sentence. She has looked out the definition in the dictionary, and the teacher has given her some other words, but she cannot see what the meaning of them is in *that* sense. Just here Henry raises his hand and receives permission to explain; he says, "Celebrated means to have a good time; we celebrated the Fourth of July and had a nice time," and this is accepted by the class with a satisfied nod of the head. *Merely a nice time.*

T.—"We will examine this word." And one of the definitions is chosen; viz., "honored," and by a few skillful questions and some explanations, she is able to show the class just what the word means in its relation to this sentence, and she shows then that unless *this* word is well understood this sentence would have no meaning, or give us any correct idea. After this word is examined, others may be, and new ideas given which will make the sentence clear and plain to the minds of all; and these words will be fixed in the minds of the class, never again to be so grossly misunderstood; and the pupil will learn that the same word can be used in many other connections. Yet the same *definition* will not apply *always;* and he will learn also that we must look at the relation of the word to the sentence in order to ascertain its true meaning. I cannot go into the detail of this lesson, but I think teachers will be able to see the advantage to be derived from *teaching* their pupils *how* to use the dictionary, rather than allowing them to consult it on all occasions and accept what is *there given* as the *true* and *only* definition. It is often the case, an error of this kind becomes a life-long annoyance. The class in reading come to this sentence, "The painter executed the task to the life, and bore away the successful effort of his pencil." Emma reads the sentence.

T.—What is the meaning of the word *executed* as we find it in this sentence?" No response from the class.

T.—"Charles give us the meaning of the sentence." He is not able to tell anything about it. Emma says she has looked at the word executed and found the definition to be, "*to be put to death!*" This gives Charles an idea; he has read somewhere about a man that was executed, and as the painter executed the task to the life it meant that he took the life of some one. Now such a mistake

as this seems absurd indeed, but it often occurs, and the teacher needs to watch for these absurd ideas, and to show the class here and now that the same word does not mean *here*, what it would mean in another connection; and so the teacher needs to make it all plain, even if it does take a few moments of time; and what an amount of information the class would gain from such an exercise! I would always use the blackboard; "it assists the pupil more than the book," says one of our popular educators. I well remember one incident of my school life in childhood. Our teacher read for the morning lesson, as she was wont, from the Scripture as follows: "And they made the sepulchre sure, sealing the stone and setting a watch." We were in the habit of listening very carefully to her reading and remarks, and she told us *very* little about *this* verse, viz., that a watch was needed to guard the tomb, and the seal of the ruler to make it sure, but it was not very lucid to us, and on our way home one of our mates,— a bright, nice boy— undertook to explain; he told us he knew what *that* meant. "Why," said he, "my father has a great many seals upon his watch-chain, and he often sets his watch by the clock on the church."

We were satisfied, of course, as the *very* words so closely corresponded with the ones our teacher had read. Not long since I met that *boy*, now a man, and referred to that absurd explanation of his, and he added, "I have never heard that passage read, or read it myself, without being amused and vexed that *such* an idea should have been allowed to find lodgment in my brain for want of a little clear information from our teacher." And so it is that many times we are annoyed by a remembrance of absurd ideas we gained in our early days; and it is within the reach of all teachers to assist in the best and right use of the dictionary, making it, if rightly used, a valuable assistant.— *The Am. Teacher.*

SCHOOL RULES.

A township clerk asks aid in preparing a system of Rules and Regulations for the government of schools. It is difficult to prepare rules of conduct without knowng the specific conditions to which they are to apply. It may be laid down as a general principle that school rules should be few, simple and of general appli-

cation. More valuable than the rules in the government of a school or system of schools are the good sense and personal influence of the teacher. If these be wanting or meager no regulations which a board of education may adopt can supply the lack.

It is better, for the most part, to adopt a rule when the necessity arises, than to adopt before hand a long code of rules, many of which may not be applicable, and some of which may prove a hindrance rather than a help. There is, however a need of some scheme of rules and regulations in every system of schools, and the larger and more complex the system the more extended and minute the regulations must be. We present the following, not as a complete code to be adopted by any board of education, but as a suggestive model which may be expanded or abridged, or in any way modified to suit particular conditions. In its preparation we have drawn freely from regulations now in force in several localities, and have had township and village districts mainly in mind:

RULES AND REGULATIONS FOR THE PUBLIC SCHOOLS OF .....

1. The daily sessions of the schools shall be from 9 o'clock A. M. to 12 M., with a recess of ten minutes, and from 1½ o'clock P. M. to 4 P. M., with a recess of ten minutes.

2. Teachers shall be in attendance at their respective school rooms and open the same for the reception of pupils at least twenty minutes before the time of the opening of school each morning and afternoon.

3. Teachers shall give their entire time to their appropriate school duties during school hours.

4. Teachers shall dismiss their schools promptly at the appointed time, but delinquent or disorderly pupils may be detained a reasonable time after the close of school, not to exceed one-half hour at noon nor one hour after the close of school in the afternoon; during which time pupils so detained shall be subject to the same rules, discipline and control of the teacher as during the regular school hours.

5. The studies pursued and the text-books used shall be such, and such only, as are prescribed by the Board of Education.

6. Teachers shall have the immediate care of their respective

school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging. They shall also take special pains to secure good order and neatness in their school rooms, in the halls and about the school premises.

7. Teachers shall pay careful attention to the warming and ventilating of their school-rooms. In houses heated by stoves, they shall ventilate their rooms by lowering the upper sashes, taking special care, however, that children be not allowed to sit in currents of cold air. At recess the teachers shall, in all cases, see that a proper supply of fresh air is admitted to the room.

8. It shall be a duty of the first importance, on the part of the teachers, to exercise constant supervision and care over the general conduct of their scholars; and they are especially enjoined to avail themselves of every opportunity to inculcate correct principles and train pupils in good habits and manners.

9. Every scholar is required to attend school punctually and regularly; to conform to all the rules of the school; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language; to be clean and neat in attire, and to refrain entirely from the use of intoxicating drinks and tobacco.

10. Scholars habitually tardy or irregular in attendance, neglectful of their studies, disobedient, regardless of the rules of the school, or whose example and influence are injurious to the school, may be referred by the teacher — (to the principal, superintendent or board) — for advice, admonition, reprimand or suspension; and no scholar so referred shall resume his school duties until his case has been satisfactorily adjusted by the proper authority.— *Ohio Ed. Monthly.*

MENTAL AND WRITTEN ARITHMETIC.

BY SUPT. J. E. HILLARD.

Written — slate-and-pencil — arithmetic is made *the* arithmetic of the school-room. Mental arithmetic is being set aside, looked upon as an incumbrance. This is wrong. It is true that mental and written arithmetic should not be looked upon as two separate

studies, and treated as two subjects completely isolated from each other. This is wrong on the other extreme.

The first point of view in which any branch or subject taught in the school-room should be looked at, is its value as a mind developer and as an element of discipline. The second point of view, its utility in the practical every-day affairs of life. Formerly mental arithmetic was studied solely for the sake of mental discipline, and the idea was not a bad one; it was not a correct one, but it was better than to throw it away altogether. It became a hobby with some. That was the fault of those who used it.

Mental arithmetic is *the real* arithmetic. Written arithmetic is the bringing in of slate and pencil, pen and pencil and paper, chalk and black-board, to aid the memory when the numbers become too large and the processes too complicated to be carried in the mind. School work should aim to accomplish two things: to develop thought, and to teach expression. Hence the language used in solving problems and in "working examples" should be correct. The expression of an idea is of no less importance than the idea itself. For it is from the expression of the idea by another that we get an understanding of the character and quality of the idea as it exists in his mind. Such expressions as, "I multiplied by so-and-so, and it gave me," and so on, are incorrect in many, many ways. And yet every superintendent is obliged to hear such expressions and see such work done day after day, until his soul grows vexed and his nerves all unstrung. Upon inquiry, he finds that those who allow inaccurate expressions do not teach mental arithmetic.

The old idea of "working arithmetic by rule" has exploded. Let us see: From the analysis of a question we get a formula; from the formula we deduce a rule. Now, if we can analyze, what use is there of a rule? We do this by analysis. The result is the principle made into an instrument with which to work out results. Instead of machines, we should aim to make our pupils machinists.

Mental arithmetic should not be dropped entirely as a separate study, for it reaches further and further in the way of discipline than can be reached by the study of mental and written combined. Furthermore, written arithmetic is the application of the princi-

ples of arithmetic to the practical business of life, but mental arithmetic applies principles without reference to anything but the truth.—*N. Y. School Journal.*

VALUABLE HINTS FOR TEACHERS.

At a meeting of the principals of schools in Chicago, held December 1st, the proceedings were of more than ususal interest, and the subjects discussed and sentiments uttered have a much wider application than to the schools represented at the meeting. We especially commend the following extracts from the report of *The Schoolmaster*. The suggestions of Supt. Howland are practical and suggestive for all teachers. The matter of natural science in schools should be read in connection with an article by Mr. Ford, in another part of the JOURNAL this month.—[ED. JOUR. OF EDUCATION.]

For general information, I give a summary of the principal suggestions made at the recent grade meetings. Teachers have been directed—

1. To employ a minimum amount of concert recitation. It was the most useless and delusive manner in which a teacher could use the time of her class. He disliked very much to see it employed.

2. To waste no further time in teaching their children to mispronounce the articles "a" and "the." When pronounced individually they have the long vowel sounds. As soon as children become familiar with the forms they will give the customary slur to the sounds without any training, the same as the rest of us do.

3. To reduce the emphasis they now put upon "statements" and "questions." He disliked to hear a teacher say: "Give me a statement. Now give me a question." No formal teaching is desirable on such points. The thing is to get the child to talk freely and naturally. The recognition of these distinctions will come to him soon enough and fully enough if the teacher will but make ordinary use of the terms, as the things themselves are used.

4. He would not formally teach what a period or capital or comma is. From practice he would have pupils know when they ought to be used, and he would be satisfied with that.

5. Never teach a child that his voice should fall at a period. It is not true. The voice does not always fall at a period; and when it does fall it is not because the period is there. The voice may fall and the period be located at the same place for similar reasons. But one of them has nothing to do with the other. A person might talk by the hour and not let his voice fall once, and talk correctly, too.

6. Teach no technical terms in grammar or principal parts of verbs in the primary grades (as far as the 4th Reader).

7. He thought it a very poor preparatory exercise for a teacher to read over the lesson in advance for the class. Such help contributes only to memoriter work and not to anything that may be called reading.

8. He felt that the common practice of having a class run hurriedly down a column of words, pronouncing them in concert, was of questionable utility. It seemed to him to cultivate a fleeting memory, rather than that memory which is born of close attention.

9. He wished attention paid to syllabication in the higher grades. Under the modern fashion of spelling words without first pronouncing the syllables, it is surprising how little power pupils have of recognizing the separate vocal impulses made in pronouncing a word. He did not care how it is done. But he was disposed to insist upon syllabication being taught in some way or other, and had so instructed teachers.

10. The work in number was progressive as well as could be expected under the circumstances. But there is not enough of language, of the use of full and clear sentences in connection with it.

11. Teachers are entirely too eager to get the pupils into large complicated work, employing numbers in millions when they ought to use tens, thereby adding greatly to the weariness and not at all to the acumen of the pupils. A dozen brief examples are worth far more than one example twelve times as long.

12. He had requested teachers to employ more general analysis in arithmetic. Let pupils both use and know the meaning of, such terms as minuend, subtrahend, multiplicand, etc., without learning any definitions. The definitions do not contribute to their

clearness of ideas. For true definitions are always the result and never the cause of clear conceptions.

By arrangement of the executive committee Mr. C. H. Ford, Prin. of the W. Jackson St. School, addressed the association upon the subject of introducing and teaching natural science in the primary grades. Mr. Ford referred to the crude conception or want of appreciation of elementary science teaching manifested by most Normal School faculties, and to the fact that there is almost utter neglect in those schools of the matter of fitting their graduates to interest and instruct grammar-school children in the elements of natural science. He referred to the amount of time — the entire school day — now devoted in the Chicago schools to the teaching of books and book processes and not a moment, for instance, to the teaching of the vitally important elementary facts of Physiology, or to the elements of Physical Geography or of Botany. And yet the practical value and importance of these subjects, even in the most narrow acceptation of the word "practical" must be conceded to be beyond that of the subjects to which exclusive attention is given in the schools. He felt that there is no difficulty in the way of introducing these subjects excepting a want of inclination.

Mr. Barnes could not see any practical way of teaching these subjects. He thought very little of chart teaching of science. And yet it did not seem possible to bring actual specimens into our city schools. In explaining the difficulties in the way, he furnished the strongest argument for science teaching in our elementary schools. He recently heard a teacher descanting on the bee as pictured on one of Appleton's Reading charts. She informed her children that the two "horns," as she called them, which they could see on the bee's head, were its stingers.

Mr. Robinson, of the Wallace St. school, matched that by narrating his experience with a teacher whom he heard teaching her pupils that a mouse is a young rat — a thing we have often read of, but of which we never saw an actual witness before. By skeptically asking her the ground of her assertion, she declared she was taught so in the high school, which raised the laugh on the high school teachers who happened to be present. But which of the

high schools it was, or whether it was in a Bhicago high school, the speaker very considerately declined to divulge.

Mr. Bright, of the Douglas, said that recently he found 5 per cent. of one of his 4th grade rooms maintaining tenaciously that there is no difference between the foot of a horse and the foot of a cow, while a majority in another (6th grade) room were sure that they had seen a horse chewing its cud.

EDITORIAL.

MEETING OF THE WISCONSIN TEACHERS' ASSOCIATION.

We have no time or space for extended comments upon the executive session of the Wisconsin Teachers' Association held in Madison Dec. 26-28. The attendance was good, the papers of average merit, the discussions more general and more animated than usual, and the lectures were able, interesting and well received. The lecture by Prof. Freeman was a graphic description of his own observations in travel in the Netherlands and on the Rhine, so vivid, so full of literary and historical reminiscences, and sparkling with humor, that the large audience found one evening all too short in which to listen. The lecture by Prof. Payne was strong and able, and failing to command universal assent to all the views presented, did not fail to hold undivided attention and interest to the end. The low key of the speaker's voice was the only feature which was a subject of regret. We hope to publish the lecture.

The report of the advisory committee upon moral education was the paper which more strongly impressed the association than any other. The report was read by Pres. Stearns, and gives evidence of being largely the work of his pen. If we mistake not, it will add not a little to his reputation as a thinker and a scholar.

President T. W. Bicknell, of the National Educational Association, was present on Friday morning, and in a speech of an hour outlined the aims and plans of the association. He was most cordially received, and at the close of his remarks resolutions were adopted expressing gratification at the selection of Madison as the place of holding the next meeting, and pledging hearty co-operation. The provisional committee made a report of the plans adopted to secure life membership in the National Association, which were approved, and President Stearns was directed to secure one membership in behalf of the Wisconsin Association, the delegate to be elected from year to year by ballot.

Already ten or twelve life members are secured. We ought to welcome our coming guests with *fifty* life members in Wisconsin. Let us aim at this. Every principal city should elect one or more. The county s erintendents held a

meeting, and resolved to secure three for their body. The Principals' Association pledged themselves for *one*. The Faculty of the University have elected President Bascom a life member. Each of three normal schools have elected their respective presidents life members, and it is understood that the school at Oshkosh will elect another, and that the students of the University will elect one or two. There is no difficulty in securing fifty in the state, with a strong purpose to do so. Shall we do it, and thus excel every state in this substantial form of welcome?

Relating to the matter of the preceding paragraph, we have just received a private letter from an esteemed friend and correspondent, which so fitly expresses our thought and feeling, and withal indicates the drift of public opinion in our metropolis, that we cannot forbear publishing it entire, at the risk of incurring Prof. Spencer's displeasure. But we have no time to obtain permission.

MILWAUKEE, December 30, 1883.

MY DEAR SIR:

In addition to the interest we all must take in the work and influence of the National Educational Association, in their bearing upon the life and progress of the Republic, the people of Wisconsin should now have a pride in the manner in which she receives and entertains the Association at Madison next July.

Madison has, I presume, grown up under conditions not the most favorable to enterprise, liberality and hospitality, and hence may be somewhat slow in responding to the demands of this occasion. Her most prominent citizens are state officials, having no special interest in the city, and her permanent citizens are much in the habit of dependence. But for the once they will, I am sure, take suitable pride for themselves and the state.

As a citizen of Wisconsin, I feel that the people of the entire state should join hands with the city of Madison in extendining hospitality to the National Association. In this view, I suggest that you take steps toward public meetings in the cities and towns of the state, to cooperate in arousing enthusiasm in educational movements, and in welcoming in the warmest and most universal spirit of hospitality the great gathering at Madison. By such means shall we not only confer but receive the greatest benefit.

If you will tell us what you want us to do in Milwaukee, we will try to comply with your wishes.

I would like to take a life membership in the National Association in the name of, and for the benefit of, The Spencerian Business College, Milwaukee, Wis., if consistent with rules governing the matter. Yours truly,

ROBERT C. SPENCER.

THE NATIONAL EDUCATIONAL ASSOCIATION — SPIRIT OF THE PRESS.

For a good while we have been strongly impressed that the meeting of the National Educational Association in 1884 was to be a very important gathering; that there would be assembled on that occasion the ablest men in this and other countries who are devoting themselves to the cause of public education, that the papers, the discussions and the exhibit would be of a character to command attention, excite interest, impart an impetus to educational thought and give direction to educational practice in no ordinary degree. For these among other reasons we have been desirous to have this meeting held in Wisconsin. To this end we have made some effort to interest our people in the work and history of

the association, in inviting it to our State, and in preparing to intelligently and warmly welcome it when it comes.

Far less effort than was expected has been found necessary to compass this. Leading educational men all over the State have responded most cordially to the call for co-operation, and expression of interest. More information concerning the association is extant than we had supposed. The press is taking up and is helping forward the movement for a successful meeting. Madison is bestirring itself that suitable entertainment may be furnished for all who come.

We are sure to have this meeting in our borders; a great company will be here. Some may think we have been carried away unduly by our interest and anxiety, and have overrated the general interest in this matter. We therefore give place to a few extracts which will indicate that we are not alone in our estimate of the importance or the probable magnitude of the meeting.

The first we give is clipped from *The Texas School Journal.*

This Association was organized in 1857. Philadelphia was the place of its first annual meeting. Since, various cities, north and south, have been honored as the place of meeting of the nation's educators.

The National Council of Educators, consisting of fifty-one leading educators, elected by the Association, is the most important educational body on the continent.

Besides the work of the general association, the departments do a vast amount of independent work. Department of Superintendence, Department of Higher Instruction, Department of Normal Schools, Department of Art Education, Elementary Department, and Industrial Department, exhibit every phase of our educational life.

The twenty-second annual session was held in July, 1883, at Saratoga. The representative American educators were there. The association of such men and women, the addresses, the discussions, the educational and art exhibits constituted a marvelous feast. Educators returned to their various fields of labor almost inspired.

The session for 1884 will be held in Madison, Wisconsin. The Association will meet July 15th, and continue in session one week.

Every State in the Union will be represented. Texas should be largely represented by her live and able educators. We are entitled to all the improvements made by other States and nations. Such improvements will be exhibited largely at the Association.

Fifty delegates will be appointed from Texas. Will you go? If such is your intention, please address Dr. J. Baldwin, Huntsville, Texas, who will give you all needed information. The railroads promise very liberal excursion rates.

The country was never so alive as now to educational progress. Its teachers were never so ambitious, and so desirous of knowing and following the best methods. Will not a great meeting of teachers of the country, in so stirring a section as the North-west, be one of the most effective means of aiding and directing this great popular movement in behalf of a better education for the children of America? In addition to the attractions, which the discussions of living questions by the ablest educators will present, it is proposed to hold a National Educational Exhibition, illustrative of our position and progress in school work. These plans, with the great excursions which will be planned to follow the meeting, should attract hundreds of our brave Texas teachers, who are to lead the new education in our wonderful State.

From *The Minnesota Journal of School Education:*

The announcement that the Executive Board of the National Association after much deliberation and the exercise of more than ordinary care in the choice, has selected Madison, Wisconsin, as the place for the next meeting, will be of great

interest to the teachers of Minnesota, It is no small compliment to the northwest that, while the fitness of White Sulphur Springs, Chatauqua Lake and Topeka were strongly urged, the Board with unexpected unanimity decided upon Madison as the best location to satisfy the conditions required. There was the desire to make the next meeting an imposing demonstration such as should leave its impress upon the educational work of the land. The choice was doubtless made from the consideration of the natural attractions of the northwest, and the enthusiasm of its teachers, together with the well known hospitality of the beautiful city of Madison, and its facilities for the accommodation of the monster meetings expected. Representations were made that an unprecedented interest in the aims of the Association existed in that section, and that a large attendance could be counted on from Wisconsin and the neighboring states. Minnesota has been pledged for an attendance of three hundred, and it is expected that not less than three thousand teachers will then be in council. For the accommodation of these guests, Governor Rusk has offered the free use of the Capitol and other public buildings, the city government has tendered its hospitalities, and the University will open wide its doors. The time for the meeting has been fixed for July 15, 16, 17, and 18, 1884.

Among the many new features of this meeting will be a National Exhibit of school work, which promises to be large and attractive; a woman's evening, when distinguished ladies will present their views on educational subjects; and a people's evening, a mass meeting, addressed by noted public men.

The arrangements for railroad fares are not yet complete, but it is expected that excursion rates will be obtained from all parts of the country to Madison. Excursions to the Yellowstone Park, Salt Lake, and the Pacific Slope are being arranged.

The National Association has for its object the elevation of the interests of the profession of teaching, and the promotion of the cause of popular education. It has a claim upon the teachers of the whole country. With such a programme of exercises as will undoubtedly be arranged for its several departments together with its other features, it should be no slight matter that would prevent the attendance of every teacher from the state of Minnesota.

From *The Iowa State Journal:*

Hon. T. W. Bicknell, president of the National Teachers' Association, has announced the next meeting to be held the 15th to the 18th of July, 1884, at Madison, Wis. A general manager has been appointed in each State, to interest the teachers and to aid the executive committee in carrying out their programme. Mr. Henry Sabin has been chosen to fill the office in the state of Iowa. No one could better discharge the duties required by the position than Mr. Sabin. We most earnestly urge the teachers of this and all the Northwestern States to bear in mind the time of the Convention, and to make their arrangements to attend. It is conceded by all those who have considered the question and who have had practical experience in teaching, that these educational meetings are of vast importance.

Young and inexperienced teachers, especially, should make it a point to embrace every opportunity offered them for their development. The next best thing to personal experience, is profiting from the experience of others. And it is the object of these conventions to bring together teachers of large and meagre experience, in order that those in need of knowledge and encouragement shall not want for it. It is a kind and wise provision on the part of educators, and all those who can make it a possibility should, in justice to themselves, and in acknowledgment of the favor, avail themselves of the privilege and go. We have such a high opinion of the importance of these meetings, that we feel a particular solicitude that all teachers who can should attend. It will be so easy a thing for them to go, considering the nearness of the place of congregation, that only a positive necessity for staying at home will excuse their absence.

From the circular of the Executive committee of the Rhode Island Teachers' Association:

The National Educational Association will hold its twenty-third annual meeting at Madison, Wis., July 15-18, 1884. This organization, with its several depart-

ments, including the *National Council of Education*, is broad in its scope,—including the whole country, catholic in its spirit, and vigorous in its work. Nearly thirty states were represented at its last meeting.

It is important for the educational interests of New England that she should send a large delegation to the next meeting of the Association. Rhode Island should be well represented in this New England Delegation. The next meeting will be one of high order; the topics discussed and the papers read will embrace some of the most important subjects now before the American people. The place of meeting has been wisely chosen in the great Northwest, a country of extreme beauty, diversity of natural scenery, and of special interest to educators. A summer trip to the far West will prove of especial value to the teachers of our small state.

Unusual facilities will be offered, first, by way of cheap fares and otherwise small expenses; and secondly, by excursions of great attractiveness after the meetings, including Lake Superior, St. Paul and Minneapolis, the Great Yellowstone Park, Oregon, California and Alaska.

From *The American Teacher:*

Our teachers will be interested to learn that the great association of the teachers of America, the National Educational Association, will hold its next annual meeting in the Northwest at Madison, Wis., July 15-18, 1884. It is proposed to make arrangements for a large meeting, and railroads and hotel rates will be reduced at so low a figure that teachers of small salaries can well afford to take this summer excursion, and enjoy the benefits of such an assembly. Noted speakers will be secured, men and women will read papers and give addresses; and an evening will be given to the women teachers of the country to speak for the cause which they so largely represent. One of the other attractions of the meeting will be a national exhibition of educational material and work, and the State capitol will be used for the meeting and the exhibition. Teachers will do well to keep this important gathering in view, and lay by from week to week a small portion of their salary for the enjoyment of a trip to the lakes, the prairies, and the cities of the Northwest, with all the outlying attractions of the Wonderland, looking out toward and into the Yellowstone Park, Oregon, Alaska, and parts adjacent.

From *The New England Journal of Education:*

There has been but one great educational exhibition in this country worthy the name, and that was in connection with our Centennial Exposition in Philadelphia. It is now proposed to make a second, not equal perhaps in size, but of equal interest to educators, in connection with the meeting of the National Association at Madison, Wisconsin, July 15–18, 1884. To insure its success the authorities at Madison have pledged sufficient space in the halls of the enlarged capitol, and the Executive Board have made a wise selection of Hon. J. H. Smart, LL. D., of Indiana, as general director of the exhibition, and he has accepted the appointment, and will very soon announce his associates as superintendents of departments. When it is remembered that the Indiana Educational Exhibition at Philadelphia, which won such unqualified praise from all quarters, was organized and arranged by Dr. Smart, we may rest assured that the forthcoming display of educational resources will be worthy of our profession.

So MUCH has been said during the last two years concerning the proposed Manual Training School in Chicago, in the organization and endowment of which the Board of Trade of that city manifested so much interest, that we are sure the following clear and concise statement of the purposes, plan, and salient features of the school, by the director, H. H. Belfield, will be of interest to a large number of our readers.

The institution will be one of the many things that will attract visitors from all

sections while in Chicago, and the experiment will be watched with great interest because of its relations to the subject of "industrial" and "practical" education in public schools:

The Chicago Manual Training School is located at the corner of Michigan Avenue and Twelfth Street, and was founded by an association of gentlemen and incorporated under the laws of the State of Illinois, April 11, 1883. It is hoped that this institution will contribute a valuable experiment in solving one of the foremost of educational problems. Its progress will be carefully watched by all educators. The following announcement has been issued and will be of interest:

The object of the school is clearly stated in the Articles of Incorporation, as follows: "Instruction and practice in the use of tools, with such instruction as may be deemed necessary in mathematics, drawing and the English branches of a high school course. The tool instruction as at present contemplated shall include carpentry, wood turning, pattern making, iron chipping and filing, forge work, brazing and soldering, the use of machine shop tools, and such other instruction of a similar character as may be deemed advisable to add to the foregoing from time to time, it being the intention to divide the working hours of the students, as nearly as possible, equally between manual and mental exercises."

It differs from the high school in omitting from its required studies foreign and ancient languages, in giving prominence to mechanical drawing, and particularly in affording scientific instruction and actual practice in the care and use of tools.

The following course of study is proposed, subject to whatever changes experience may dictate: First year—Arithmetic, Algebra; English Language, History; Physiology, Physical Geography; Free-hand and Mechanical Drawing. Shopwork;—Carpentry, Wood Carving, Wood Turning, Pattern Making, Proper Care and Use of Tools. Second year—Algebra, Plane Geometry; Physics, Mechanics; History, Literature; Geometrical and Mechanical Drawing. Shopwork:—Forging, Welding, Tempering, Soldering, Brazing. Third year—Geometry, Plane Trigonometry, Book-keeping; Literature, Political Economy, Civil Government; Mechanics, Chemistry; Machine and Architectural Drawing; Machine Shop Work, such as Fitting, Turning, Drilling, Planing, etc. Study of Machinery, including the Management and Care of Steam Engine and Boilers.

Latin may be taken instead of English Language, Literature and History.

Throughout the course, one hour per day, or more, will be given to drawing, and not less than two hours per day to shopwork. The remainder of the school day will be devoted to study and recitation. Before graduating, each pupil will be required to construct a machine from drawings and patterns made by himself. A diploma will be given on graduation.

Candidates for admission to the first year must be at least fourteen years of age, and must present sufficient evidence of good moral character. They must pass a satisfactory examination in reading, spelling, writing, geography, English composition, and the fundamental operations of arithmetic as applied to integers, common and decimal fractions, and denominate numbers. Ability to use the English language correctly is especially desired.

Due notice will be given of the time and place of the first examination for admission. In the meantime, that ample accommodations may be prepared, parents intending to send their sons will confer a favor by giving early notice to the director.

The school year will be divided into two terms of twenty weeks each. Hereafter, the school year will begin the first Monday in September. Tuition is payable by the term, in advance. First year, per term, $30; Second year, per term, $40; Third year, per term, $50.

Pupils furnish their own books, drawing instruments and material, aprons, overalls and pocket tools. Shop tools are provided by the school.

The school does not furnish board or lodging, but the director will assist non-resident pupils in obtaining good homes. Board in the city may be obtained at reasonable rates.

The corner-stone of the new building was laid September 24, 1883. The edifice will, it is hoped, be ready for occupancy early in 1884. The building is large

and commodious, and will be thoroughly equipped with every appliance for the prosecution of the work of the school.

The atmosphere of the school must be one of moral purity and earnest work. No pupil will be retained whose habits are immoral or idle, or whose presence is for any reason an injury to his fellows.

The school does not teach trades. Its aim is more comprehensive — it lays the foundation for many trades, and at the same time recognizes the value of intellectual discipline.

For further information, or for circulars, application may be made by mail or otherwise, to the director, Henry H. Belfield.

We had the great pleasure of welcoming to our office, January 1st, Gen. John Eaton, U. S. Commissioner of Education, and of spending the day with him. The afternoon was largely devoted to looking over the University buildings, and the appointments therein, and in meeting so many of the members of the Faculty as could be reached on such a day of social festivities. Gen. Eaton appears as vigorous and as enthusiastic as ever. He expressed himself as hopeful over the outlook for educational matters north and south. He is doing a valuable work, the nature and demands of which few can comprehend from the study of reports, or any public phase of that work which comes to view. That can only be understood from the graphic personal recital which can enter into details and deal with the unwritten history of movements which have their origin in the heroism and devotion of men and women of whose names or deeds the world never hears. The Commissioner has seen marvelous changes in many portions of the country in the attitude and spirit of large communities toward public education while he has occupied the high position he now holds, and has been an important factor in bringing about such changes.

This trip extends from Washington to Minneapolis, by way of New Orleans, touching points in Mississippi, Tennessee and Illinois. We regret he could not reach Madison while the Association was in session. But he leaves his greetings, with the compliments of the season, and defers personal acquaintance until July 15th next.

The trustees of Galesville university held a meeting recently to forward the interests of the institution. The resignation of J. W. McLaury, president of the faculty, was accepted with leave of absence till June, 1884, when the resignation takes effect. The vice president, Rev. J. Irwin Smith, D. D., succeeds to the duties of the office as well as the other trusts he fulfilled. The board took measures to keep the corps of instructors full by the selection of another teacher in case of failure of Prof. Peters to recuperate sufficiently for immediate return.

A pleasant tribute of respect and affection from the body of students closed the service of President McLaury. A gold case Springfield watch was presented by them. He took his leave for Florida, whither his family preceded him in October last.

Prof. D. A. Jennings, of Ohio, who came to this State last summer, and at the opening of the school year took charge of the schools at Black River Falls,

owing to failing health has found it imperative to seek a milder climate. He has resigned the principalship of the school, and removed to Texas, where he hopes to recover his strength sufficiently to engage in the practice of his profession — law. The School Board have succeeded in engaging Prof. Edwin C. Burbank, a graduate of Bowdoin college, as principal, and he has entered upon the duties of the position.

THE old, reliable and popular house of Harper & Brothers is still in the field with their excellent series of text books for common schools, high schools, and colleges. By consulting their advertisement on the last page of the cover, school officers can learn just what books are on their list, and just what it costs to buy them both at retail, and when *another book is taken in exchange* (not "in advance," as the types made us say last month). We always find the courteous agent in Chicago, W. J. Button, whom so many Wisconsin teachers know so well and esteem so highly, full of business, but he says orders from Wisconsin will be attended to at all hazards, and promptly, too.

THE repairs of the main building of the University, made necessary by the falling of the great smoke and ventilating stack, have been fully completed, and the rooms which were destroyed will be re-occupied at the opening of the new term. The mild weather following the disaster was exceedingly favorable, and the stack was rebuilt. Mr. Fisher, the superintendent of the Ruttan Manufacturing Company, who had charge of the repairs, informs us that the expense incurred amounts to $642, which is much less than the damage was first estimated. This does not include loss upon furniture, which may amount to two or three hundred dollars.

O. S. WESCOTT, formerly of Racine, in this state, has been elected principal of the North Division High School, Chicago, to succeed Mr. H. H. Belfield, who has entered upon the duties of Director of the Chicago Manual Training school, the position to which he was elected last summer. Mr. Wescott has recently been acting as Assistant in the High School, of which he is now principal, and his many Wisconsin friends unite in congratulations upon his promotion.

AT the examination for State Certificates held in Madison, Dec. 26–28, there were five applicants. The Board of Examiners, consisting of J. W. Stearns, Prin. W. H. Beach, and Supt. John Nagle, recommended that a full Life Certificate be issued to Mr. Francis Cleary, of New London, and Limited Certificates to Mr. H. R. Smith, of Richland Center, and Michael Harrington, Jr., of New London.

OF the ninety-nine County Superintendents of Iowa who commence duties Jan. 1, 1884, seventy-nine are re-elected, and two others have formerly served in that position. Eighteen take up the duties for the first time.

THE *West Bend Times* maintains an educational department in its columns, which is receiving much attention. Just now it appears to have a large force of the young people of that section vigorously at work over knotty mathematical problems. School work and methods are given attention, and the move is worthy of commendation and support. We hope all the teachers thereabouts will cordially co-operate.

THE Pittsville, Wood Co., *Independent* has an article upon the new town of Hansen, where Larsen, Hansen & Co.'s mill is located. The place is soon to have a post-office. A new school house has been completed and twenty-four scholars attend the first school. The place has about twenty buildings, including the shop, mill, store and dwelling houses.

The new edition of 'Students' Songs,' comprising the *twenty-first thousand*, has just been published by Moses King, of Cambridge. This collection comprises over sixty of the jolly songs now sung at all leading colleges in America. It has the full music for all the songs and airs. Compiled by Wm. H. Hills (Harvard, 1880). The price is only fifty cents.

TYPHOID fever prevails among the schoool children at Jackson, Washington county, twelve cases being reported there. The patients are divided between Drs. Leich and Hunt, and the latter informs the TIMES that the cause of the sickness is undoubtedly bad well water, which is used at the school.

IT is within the bounds of truth to say that no previous number of *St. Nicholas* has excelled the number for January, 1884. Christmas in the Pink Boarding House, Spinning Wheel Stories, Our Soap Bubble Party, Fun Beams, The Land of Fire, etc., are titles which indicate something of the contents, in text, while the illustrations are as fascinating to the eye as the stories are to mind and heart.

The Century Magazine for January, gives promise of the undiminished vigor and excellence which has hitherto characterized its management. The frontispiece is a splendid portrait of Gen. Sherman. All the illustrations and contents are excellent, but the article and the portrait gallery of "The Forty Immortals," are worthy of especial mention.

The Popular Science Monthly for January contains a notable table of contents. The Classical Question in Germany, by E. J. James, Female Education from a Medical Point of View, Religious Retrospect and Prospect, by Herbert Spencer, and Catching Cold, will attract especial attention.

MINUTES OF THE THIRTEENTH EXECUTIVE SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION.

SENATE CHAMBER, MADISON, December 26, 1883.

At eight o'clock P. M. President J. W. Stearns called the Association to order, and introduced Prof. W. H. Payne, of the University of Michigan, who proceeded to address the Association on the subject, "Education as a University Study." At the conclusion of this lecture, the time of meeting and subjects to be presented at the session of the following day having been announced, the Association adjourned.

SENATE CHAMBER, December 27, 1883.

The Association convened at nine o'clock A. M., and President Stearns announced the report of Hon. W. H. Chandler upon the topic, "How can the Schools Secure a more Perfect Supervision?"

Immediately after this report came a discussion, opened by Superintendent O. E. Wells, followed by President D. McGregor, State Superintendent Graham, Hon. W. H. Chandler, Prof. H. D. Maxson, Prof. I. N. Stewart.

Superintendent J. T. Lunn then presented his report on "What Modifications of the School Course do the Times Demand?" Superintendent H. J. Taylor, Rev. A. O. Wright, Miss C. Lily, Prof. J. B. Thayer, Prof. J. Q. Emery, Assistant Superintendent Chandler, President Albee, and Superintendent Lunn, participated in a discussion upon the advisability of elaborating or condensing the course of study for common schools.

On motion of Superintendent Graham, a committee consisting of President G. S. Albee, Prof. J. B. Thayer, Superintendent J. T. Lunn, Superintendent H. J. Taylor, and Miss Catharine Lily, was appointed to revise the course of study, and report to the State department on or before July 1, 1884.

After recess, Miss Sarah Stewart read a paper on "Industrial Education in Europe and America." After discussion by Hon. W. H. Chandler and Superintendent W. E. Anderson, Prof. R. C. Spencer, of Milwaukee, offered the following:

WHEREAS, There is among the business and industrial classes, and especially in the agricultural community, a growing opinion that the system of public education fails in some important respects to meet the business and industrial needs of the people and the state, therefore,

Resolved, That this Association cordially and earnestly invites the cooperation of the various industrial and business organizations and interests of the State, also of the humane and reformatory associations, in revising and perfecting the course of study for common schools, normal schools, and free high schools of the State.

Resolved, That the committee on course of study be, and they are hereby instructed to put themselves in communication with the above named organizations and interests, with a view to enlisting cooperation in carrying out the objects and spirit of the foregoing resolution.

Prof. Spencer then explained that he had information that the State Grange was just now taking a great interest in this matter, as closely related to their business; that it was further evident that business men generally were beginning to take a new interest therein.

Pres. Parker followed with an invitation to Prof. Swiler, of the Deaf and Dumb Institute at Delavan, who, in view of the lateness of the hour, asked to be excused. The association then adjourned.

At two o'clock p. m., the president called up Mr. Spencer's resolution, which, after some discussion, was adopted.

Prof. Swiler next read his paper on "Institution Life for the Deaf and Dumb." Prof. R. C. Spencer begun the discussion of the paper maintaining that its main propositions were radically wrong, and attacking the idea of institution life as conducive to the ultimate production of a deaf mute variety of the human race, re-enforcing his argument by reading the following:

Professor Alexander Graham Bell, inventor of the Bell Telephone, recently read a paper in New Haven, before the National Academy of Sciences, on "The Formation of a Deaf Variety of the Human Race," in which he said that, if congenital deaf mutes were to marry congenital deaf mutes for several generations, the result would be the formation of a deaf-mute variety of the human race. He alluded to the fact that there are now deaf mutes in our schools whose parents and grand-parents were both congenitally deaf. He contended that our system of teaching deaf mutes is wrong. By separating them from hearing people and quartering them together they are led to marry among themselves, and by a system of evolution the result is the formation of a deaf variety of the human race with a language peculiarly its own.

Rev. A. O. Wright then followed with a review of both positions, maintaining that from an examination of the Institution work, and also that of the Phonological Society represented by Mr. Spencer, that he was satisfied that the articulate method was thus far a failure so far as congenital mutes were concerned. After some further discussion by Messrs. Swiler and Hardy, the subject was dropped.

Pres. Stearns then submitted the Report of the Committe on Moral Education. After discussion by Prof. W. C. Sawyer, the following resolutions were introduced by Prof. Spencer, and adopted by the Association:

Resolved, That the Executive Committee be, and they are hereby instructed to request the newspaper press of Wisconsin to publish entire the report of the Committee on Moral Education in Schools.

Resolved, That the report of the Committee on Moral Education be, and is hereby adopted as the sense of the Wisconsin Teacher's Association.

Pres. Albee and Supt. W. E. Anderson concluded the discussion.

Prof. J. Q. Emery submitted the report of the committee on the "Teachers' Mission in Awakening in the Community an Interest in School Work."

State Superintendent Graham introduced the following, which was unanimously adopted:

Resolved, That the Wisconsin Teachers' Association has learned with sad hearts of the deep affliction which has fallen upon our beloved co-worker and friend Prof. A. F. North, and we hereby express our heartfelt sorrow, and tender to him in this hour of trial our sincere sympathy.

After notices from Pres. Parker as to Railway and Hotel rates the meeting adjourned.

At 7:30 P. M. the Association reconvened, and Supt. Viebahn presented the following:

Your Executive Committee submit the following recommendations:

1. That Art. II of the Constitution of this Association be amended so as to read as follows:

This Association shall consist of school-officers and persons engaged in teaching throughout the State; and the annual fee shall be for men one dollar and for women fifty cents.

2. That a list of the members of this Association be published each year in the December number of the Wisconsin Journal of Education, but that delinquent members be not stricken from the list until at least one month's notice has been given them by the Secretary.

3. That the Secretary be requested to codify the rules of order and procedure as found in the records of the Association, and report at the next regular meeting.

4. That this Association hold its next annual meeting at Madison on the Monday prior to the meeting of the National Association, and to adjourn on the following day.

The above recommendations were severally adopted, after which Prof. Freeman delivered an address on "The Netherlands and the Rhine."

On motion the Association adjourned.

December 28, 1883.

The Association was called to order at 9 o'clock a. m.

Immediately after convention of the body Prof. J. G. Swiler was elected to fill the vacancy on the advisory committee, caused by expiration of Supt. Nagle's term.

The following telegram was read:

MINNEAPOLIS, MINN., December 27, 1883.

The teachers of Minnesota send to their brethren of Wisconsin kindly greeting. We shall come to Madison next summer, three hundred strong.

In accordance with the instructions of the Association to suitably respond to the above, the president wired the following:

To Minnesota Teachers' Association:

The Wisconsin teachers cordially welcome the promised delegation from Minnesota, and have a warm weleome for all who may come to the National Association.

Prof. Spencer moved the addition of Miss Sarah Stewart's name to the committee appointed to revise the course of study. This motion prevailed.

Pres. T. W. Bicknell next addressed the association on the purposes and plans of the coming meeting of the National Association.

Ass't Sup't Chandler then introduced the following resolutions which were unanimously adopted.

Resolved, That the Wisconsin Teachers' Association hereby express great satisfaction in the fact, and high appreciation of the honor, of the selection of Wisconsin as the place for holding the annual meeting of the National Educational Association in July, 1884, and we hereby pledge hearty individual and collective co-operation in promoting the interests of the Association, and the success of the forthcoming annual meeting.

Resolved, That the President of this Association be and hereby is authorized and instructed to secure a life-membership in the National Educational Association, for and in behalf of this Association, upon the condition that the representative, who shall be annually elected by ballot, may be designated from year to year.

Then followed short and enthusiastic speeches on the outlook for next summer, by Hon. W. H. Chandler, A. J. Cheney, Miss Stewart, Prof. J. Q. Emery, Judge Carpenter.

After recess Judge Carpenter pledged Prof. Parkinson as a life member to represent the Madison School Board in the National Association.

Prin. S. A. Hooper pledged a life member from among the school principals of the state.

Supt. Samuel Shaw being absent, his paper on "Normal Work in the High School" was read by Mr. Chandler. The subject was discussed by Prin. J. G. Ingalls, Supt. Graham, Prof. Emery, W. H. Chandler, Miss Stewart, Pres. Albee.

Mr. Chandler introduced the following resolution, which was unanimously adopted:

Resolved, That this association will proceed at 12 o'clock M., this day, to elect a delegate to represent this body in the National Educational Association the current year.

At 12 o'clock, on motion, the association proceeded to elect its representative in accordance with the provision of the last resolution. The ballot resulted as follows:

Hon. W. H. Chandler, 30; Pres. W. D. Parker, 4; Supt. Robt. Graham, 4; Pres. J. W. Stearns, 2; Prof. Beach, 2; Miss S. Stewart, 2; Pres. G. S. Albee, 2; Prof. C. F. Viebahn, 1; Supt. J. T. Lunn, 1.

Hon. W. H. Chandler was declared duly elected.

On motion, a committee consisting of Supt. Graham, J. G. Ingalls and J. Q. Emery was appointed to prepare a course of normal instruction for high schools.

Adjourned *sine die*.

C. H. KEYES, *Sec'y*.

J. W. STEARNS, *Pres't*.

NOTES.

A CORRESPONDENT of the *Nation* answers the question, what course of study is best adapted to produce "good all around men?" by saying, that he who "can observe accurately, reason logically, and express himself precisely, has a complete equipment for any mental work he can ever be called upon to perform." The first he thinks can be best gained by a study of the natural sciences, the second by the study of logic; not mathematics, however. Mathematical reasoning he regards as "mechanical rather than logical." The third, "precision of expression," will be cultivated by the study of rhetoric and belles lettres and the practice of writing, and, perhaps, by debating. If the Greek and Latin authors have a place in the course, it must be on account of their value as literary models.

THERE were 12,000 copyrights for books issued at Washington during the last fiscal year. This is 1,300 more than during the year previous. But it does not

show any very decided advance in original productions, as a large portion of the copyrights were either reprints or compilations. Of the original books the humerous seemed to predominate, Mark Twain leading off with no less than seven. Musical works were decidedly on the decrease as well as plays. The practical of the American people seems to be more rapidly developing than the literary. On one day recently 395 patents and designs were issued by the patent office, at Washington, to the citizens of the United States, and eleven patents and designs to those of foreign countries.

OVER 1,200 institutes have been held in the United States during the past season, enrolling nearly 140,000 members, who have since gone forth, like giants refreshed with new wine, to till the vast field of public schools. "What shall the harvest be?" is a question much more easily asked than answered, but he has given little study to the human mind, and still less to the work of popular education, who is not ready to grant that the improvement in knowledge of matter and methods, and the new inspiration which these 140,000 teachers have received during this period of study and discussion, must result in priceless benefits to the not less than 5,000,000 children who must come under their instruction during the current school year. Yes, if Nebraska has been tardy in institute work hitherto, she has vindicated her character for intelligence and enterprise this summer, when nearly every organized county in the State has held its institute or joint institute.

ONE of our Illinois exchanges has the following good word for the normal students, which we most fully endorse:

"They are the sons and daughters of the working people of Illinois, the men and women who toil in workshop or a field. Many of them have braved life's storms alone and bring to the normal work the experience of life's battle and the brawn and brain of hard work. They are no spendthrifts, squandering their inheritance in make-believe study, but are men and women with an object in view — the service of the State in school work and the earning of an honorable livelihood.

What is true of the Normal Students in Illinois is equally true of them in Texas, Nebraska, Tennessee, Kansas and Missouri. We speak from personal knowledge in this matter.

Our teachers are putting not only culture, but the very flower and bloom and beauty of their lives into this work of training the children to a noble citizenship.—*Am. Jour. of Ed.*

THE opening exercise of the common school deserves attention far beyond any that it has yet received.. In very many schools it is wholly ignored; in many others it is managed in such a manner that a barren formality is substituted for the fruitful season of good influence that ought to prevail. Coming as it does as the first lesson of the day, it ought to prepare for the whole day's work. Its lessons are those of good-will, helpfulness, obedience, love, reverence, cheerfulness, industry, patience, and happiness. The exercise ought not to be long. It

ought to be interesting and adapted to the understanding of children. The teacher may measure the success of his exercise by the degree of pleasant feeling engendered, and the disposition to right action that prevails because of what is said or done. The test is not to be found in what is said or read, but in the effect that is produced.—*Ind. Ed. Weekly.*

THE correction of errors in speech forms an important part of the requirements of the course of study in every grade. The whole struggle is with bad *habits* in speech; and it is soon found that an error, such as "I seen him," is not to be removed by mere *incidental* correction, but demands such treatment as shall tend to form a *counter habit.* This requires time, persistence, repetition, and, above all, spirit and method. One of the best plans in general use may be briefly stated. The "incidental corrections" are roughly jotted down, and from these a suitable selection is made from time to time, and jotted in a book. Once or twice a week the material thus accumulated forms the basis of a brief but spirited oral exercise. The teacher reads, "He done it." The pupil whose turn it is says, "He *done* it. Wrong; *done* for *did;* he *did* it." He thus points out the error, corrects it, and may then contrast the right use of the word with the wrong use.—*N. Y. City Report.*

THE elegant new school building in process of construction at Monroe, is approaching completion, and will soon be ready for occupancy. The entire cost will exceed $15,000. The community are preparing for a public dedicatory service, and a good time on that occasion.

A GREAT trouble with teachers is that they mistake devices for principles; clever ways for good methods. What they expect from their Institute Instructor, from their educational journal, from their superintendent or principal, is to tell them just how to do this or that, the best way to teach this particular thing, or how to avoid that difficulty. If they are held down to a study of underlying principles, they complain that the study is dry; it does not help them to hear recitations, or manage bad boys. They look for a general plan that will apply to all cases; a panacea for all school ills.

HENRY K. OLIVER, an octogenarian, in an interesting article on "Old-Time School-days," has this to say: "Having all my life been familiar with professional teachers, a comparison of those of the first three decades of the century with their successors justifies me in saying that the latter are far in advance, both in education and pedagogic skill, in all grades of school work. Discipline is milder, and therefore better; instruction is more philosophical, and therefore better; and the school-room is itself a more alluring resort for the scholars." Another bit of evidence worth remembering.

GIVEN a room, a teacher, and fifty pupils; but it is not necessarily a school. All the conditions are there but one, and that one is co-operation. The *Indiana School Journal* puts it thus: "If the teacher tries ever so hard to teach, but does not secure the co-operation of the pupil in trying to learn, there is no real school." There may be methods perfect in theory; order that hears the clock

tick and the pin drop; examinations that answer perfectly every question; and yet there is no school unless between teacher and taught there is a mutual play of love, sympathy and good willing. Who of us, if weighed in the balance, would be found teaching, not a school, but an aggregation of little ones?

THE success of a teacher depends not so much upon what he does himself, as upon what he induces his pupils to do. All culture is self-culture, and the best that we can do is to surround the pupil by such influences as will prompt him to improve his talents. It matters not how well a teacher may recite a lesson, it will do his pupils but little good. You can not fill a child with knowledge as you can a jug with water. The faculties of the child are inherent, and all that is needed is their development, and that must be to a great extent the work of the pupil himself.

THE true education is to unfold and direct aright our whole nature. Its office is to call forth power of every kind,—power of thought, affection, will, and outward action; power to adopt good ends firmly, and to pursue them efficiently; power to govern ourselves, and to influence others; power to gain and to spread happiness. Reading is but an instrument; education is to teach its best use. The intellect was created not to receive passively a few words, dates, facts, but to be active for the acquisition of truth. Accordingly, education should labor to inspire a profound love of truth, and to teach the processes of investigation.—*Channing.*

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EDUCATION AS A UNIVERSITY STUDY.

(An Address delivered before the Wisconsin State Teachers' Association, at Madison, December 26, 1883.)

BY PROF. W. H. PAYNE, A. M., UNIVERSITY OF MICHIGAN.

What has been said of constitutions may as truly be said of universities, that they are not *made* but *grow*.

The modern university is the lineal descendent of the first solitary thinker who, inspired by a great thought of his own moulding, provoked in another mind a love for thinking. In process of time these solitary thinkers drew around them little bands of affectionate disciples, and so the circles of light became larger. Then, when scholars had a past behind them, when there had come to be accumulations of knowledge, there arose the impulse of diffusion, and so instruction was organized, and the inherited wisdom communicated to those who had just espoused the scholarly vocation.

This organized effort to distribute accumulated knowledge was the beginning of that corporation now known as the university. This institution, therefore, has come to us in the fulness of time as an evolution, or a growth.

Universities are like constitutions in another respect, they not only *grow*, but they grow *slowly*. Systems of education are the products of the times, they follow in the wake of political and social

changes, and as civilization itself is a thing of slow growth, universities ever have been, and must continue to be, conservative.

But, nevertheless, university progress is a constant phenomenon, and we may be sure that when an innovation has been made, it has a justification somewhere in the nature of things; it is either the development of some historic factor that had fallen out of sight, or it responds to some new need. In whatever case, the new idea has a right of domicile and the right of explaining the cause and the purpose of its appearance. The greater part of the world's progress is instinctive. The forward step is made by an involuntary effort, but we at once pause in a reflective mood, adjust ourselves to the new state of things, and thus involuntarily prepare for another forward step.

I do not appear as an apologist for the university study of education. I regard the new movement as an involuntary product of the times, as something without which a rational progress in education cannot be profitably made, and also as a fulfillment of a primitive purpose of university organization. There is no teacher in the land who has not a personal interest in the educational movement that I purpose to discuss. Nay, if it affects one class of teachers more sensibly than another, it appears to me to be the class doing the heroic, and often unrequited, work of the primary school. For university recognition of a teaching profession is a certificate of character from the highest academic authority, and this honorable recognition is the greatest boon to those who need it most.

When, in 1876, a chair of education was established in the University of Edinburgh, there was not a teacher in the United Kingdom who might not have felt a new pride in his calling; and I know that more than one teacher even on this side the Atlantic worked under a new inspiration from that day forward. By the simple fact of such recognition the entire teaching profession has been ennobled; and now that there is a tendency in the universities of this country to follow a precedent of long standing in Germany, and of more recent date in Scotland, it is surely worth our while to reflect on a topic of common interest.

More than one college graduate has been puzzled to understand why the day that crowns his four years' toil is called commence-

ment day. To him it seems more like an ending than a beginning, and in our present mode of academic life so it is. But it was not always so. Commencement day is simply the survival of a feature of ancient university life that has been in disuse for centuries. Anciently the terms "master," "doctor," and "professor" had the same significance. A complete graduate was a master of arts, because he had completely compassed the circle of knowledge offered for his study; he was a doctor because his master's degree was his license to teach; and he was a professor because in his teaching he pursued a given subject, that is, devoted himself to the teaching of a special topic, as philosophy or logic. When, therefore, a student received his master's or his doctor's degree he was said *incipere*, that is, to commence in earnest his vocation or calling, that of teaching.

The Bachelor, or imperfect graduate, could also use his degree as a license to teach, but only on probation.

"In the original constitution of Oxford," says Sir William Hamilton, "as in that of all the older universities of the Parisian model, the business of instruction was not confined to a special body of privileged professors. The university was governed, the university was taught by the graduates at large. Professor, master and doctor were originally synonymous. Every graduate had an equal right of teaching publicly the subjects competent to his faculty; nay, every graduate incurred the obligation of teaching publicly for a certain period the subjects of his faculty, for such was the condition involved in the grant of the degree itself. The Bachelor, or imperfect graduate, partly as an exercise towards the higher honor, and useful to himself, partly as a performance due for the degree obtained, and of advantage to others, was bound to read under a master or doctor in his faculty, a course of lectures; and the master, doctor or perfect graduate was in like manner, after his promotion, obliged immediately to commence *(incipere)*, and to continue for a certain period publicly to teach *(legere)* some, at least, of the subjects appertaining to his faculty."

I call attention to this historical fact to show that the ancient universities were, by their very intent and constitution, teachers' seminaries.

The thousands of pupils who flocked to Oxford and Paris there

received the highest literary culture that the age afforded; and, on the completion of their studies, they were returned to the world as its accredited teachers. When, therefore, it is proposed to shelter the profession of teaching under university walls, it is, in fact, but restoring to universities their ancient privilege, and, at the same time, requiring of them the highest duty they owe to the world, that of the diffusion of the best results of human thinking. The universities have long since ceased to impose on their graduates the obligation to teach. It must have happened from an early date, that all the doctors or licensed teachers could not be employed in scholastic work; so that, in process of time, the obligation ceased, and the graduate was at liberty to adopt whatever vocation he might prefer. But while all who were graduated did not teach, all who taught were graduates. This was literally true during the earlier part of university history, and has remained substantially true down to the present day. For as Mr. Fitch says: "The great function of a university is to teach, and to supply the world with its teachers." The University of Wisconsin is doubtless an illustration of this statement. The men who are moulding the education of the state through the secondary schools, are doubtless, as a rule, the bachelors, masters and doctors of this great university. Such, at least, is the general fact in the state of my adoption, and this is doubtless the general fact throughout this country and the world.

The relation of a state university to the general educational system of the state, has never been more accurately stated than by Chancellor Tappan, and I cannot forbear to quote from one of his annual reports: "The highest institutions are necessary to supply the proper standard of education, to raise up instructors of the proper qualifications, to define the principles and methods of education, to furnish cultivated men to the professions, to civil life, and to the private walks of society, and to diffuse everywhere the educational spirit. The common school can be perfected only through competent teachers. These can be provided only by institutions like the normal school, which belong to the intermediate grade of education. But the teachers of the normal schools, again, require other and higher institutions to prepare them, such, at least, as the academy, gymnasium or college; and these, the highest forms of the

intermediate grade, can only look to the university for a supply of instructors.

"He who has passed through the common school is not fitted to teach a common school. He who has passed through a normal school is not prepared to teach a normal school. He who has passed through a union school or an academy is not prepared to teach it. The graduate of a college is not prepared to become a college professor.

"But the direct object of a university is to prepare men to teach in the university itself, or in any other institution. Hence, those who in the universities become doctors, which simply means teachers, are by that very degree admitted to the vocation of a university instructor."

If we were to make a summary and concrete statement of Dr. Tappan's thought, it would be as follows: The great function of the university of Michigan, or of Wisconsin, or of Minnesota, is, directly and indirectly, to supply the state with its teachers. Let it be noted that this is both its historic function and the function required of it by the conditions of our present civilization.

It may now be asked whether our universities are not fulfilling this duty, even without making a formal study of education?

Was not the university of Edinburgh, for example, in the full performance of its duty prior to the establishment of the chair of education in 1876? This is a pertinent question, and admits of a satisfactory answer. *Tempora mutantur et nos in illis mutamur.* Changed times require a change in institutions. There have been three well marked and progressive phases of opinion, with respect to fitness for teaching. The primitive conception identified teaching ability with general scholarship; a scholar was, by implication, a teacher; a certificate of scholarship was a license to teach.

A progressive phase of thought was that a scholar needed some special training in his art in order to become fitted for teaching. It must have been observed that good scholars were not always good teachers, and, in many cases, the failure must have been traced to an ignorance of the best methods of doing the work of the school. But beyond this, there was the fact that teaching had become a special calling, and it was a natural assumption that a trade should be learned before it is practiced. The trade of a

blacksmith requires strength, but not every strong man is a blacksmith; this strength must be trained into special modes of expending itself. So, technical skill must be added to mere scholarship, in order to fit a man for teaching. Now, the normal school embodies this second phase of opinion, its purpose being to give a thorough scholastic training, in close connection with instruction in methods of teaching.

The third and final phase of opinion, that which is now emerging, adds a third element to form the preparation of the complete teacher. To knowledge was added skill, and now to skill is added science. The first demand was, What shall I teach? The second, What shall I teach, and How shall I teach it? The third, What shall I teach, How shall I teach, and Why shall I so teach? In other words, the art of teaching has followed the same law that has regulated all the liberal arts; it has passed, or rather is tending to pass, from the empirical into the rational.

The ancient university represented the primitive phase of opinion,—that teaching ability was identical with scholarship; and so its masters and doctors were licensed teachers. Since that ancient date, however, the conception of a complete fitness for teaching has been profoundly modified; so that the modern university no longer fulfills its duty to the teaching profession, if it affords its students only the advantages that were offered by the ancient university. In other words, with respect to one of the most widely practiced of human arts, the thought of the world has been profoundly modified, and the universities should adjust themselves to the new order of things.

Up to the time of Socrates, the current of human thought had been directed outward in efforts to comprehend the external and the sensible. With Socrates began the reflective movement in human thought. The eye of the soul was turned back upon itself in the effort to comprehend the immaterial and the invisible. Hitherto, thought had been expended on objects lying in the world without. Now, thought took cognizance of itself; thought was employed in the effort to comprehend thought. This arousing of the mind to an examination of its own processes formed an era in the intellectual history of the race. "The genius that spoke in the soul of Socrates," says Renouvier, "was the genius of the modern world."

And so a crisis is reached in the history of an art, when it becomes self-conscious and reflective. Hitherto, its processes had been empirical; now, they tend to become rational. Hitherto, the guide had been instinct and imitation; now, reason and reflection are to direct. Before, it was the hand that toiled; now, the work of the hand is inspired and guided by the subtile force that descends upon it from the brain. The precious element in labor is the indwelling thought which it involves. It is this element which ennobles the workman and his work.

Teaching seems to be the last of the liberal arts to reach the reflective or rational period. Why this is so, it is beside my present purpose to inquire. But that this period has at last come, there can be no doubt; and when it is proposed to make education a university study, it is education as a rational and not as an empirical art that is to receive university recognition. I have reason to think that the first query to arise in the mind of the college professor, when it is proposed to add the subject of education to the curriculum, is, What can be found in such a topic to engage the serious attention of an instructor? Bear in mind that every faculty meeting is occupied with the discussion of difficult educational problems, practical, theoretical or historical. The rustic in Moliere's comedy discovered that he had been talking prose all his life, but without knowing it; and so pedagogical problems are discussed and settled by boards of trustees, teachers' associations and institutes, by newspapers, by everybody in fact, and still the wonder is what a professor of education can find to do! The very *naiveté* of this proceeding is charming. This is a generic illustration of the unconscious in art, and enforces what has been said as to the need of bringing the processes of the school-room out of the realm of the unconscious into the field of reflective vision.

Shall we now dwell for a moment on the field of inquiry comprehended in the university study of education? The comprehensive study of education must be made from three distinct points of view,—the present, the past, and the future. In other words, education must be studied as an art, as a history, and as a philosophy. The art phase involves the study of schools, school systems, modes of organization and of instruction, of everything, in fact, that pertains to the school economy of the present, at home and

abroad. There is enough, even in this field, to occupy a portion of one's leisure.

The history of education, Chinese, Persian, Egyptian, Hindoo, Jewish, Greek, Roman, Mediæval, French, German, English, Italian, presents a field of almost infinite extent, too formidable to be contemplated with equanimity; and yet there is not, I venture to say, any knowledge of a higher practical value to the educators of the day than this. The great need of the hour, it seems to me, is "to take stock of our progress" hitherto,—to ascertain what has been done in the line of educational effort, what plans have succeeded, and what have failed, and the conditions under which success or failure has come. General history, that records the instinctive or impulsive acts of men, has a high order of value; but of a still higher value must be educational history, that records the deliberate plans of the wisest and the best for the good of their kind.

Vaster still, if possible, is the field of investigation presented by educational science. First note the sciences that are tributary to this composite science. The teacher deals directly and principally with mind; then, if his processes are to be made rational, their basis must be sought in psychology. But mental action involves physical conditions, and so physiology must be brought under contribution. The power developed by mental training must be brought under the control of motive, and so the science of ethics must be consulted. The organon, or teaching instrument, is language, employed as the medium of communication; and logic becomes an element in the new science. This is not all, but is enough to prove that this one aspect of educational study, the scientific, furnishes all the material required for the most competent and the most diligent professorship. The real difficulty in the case is not at all where many have supposed it to be,—in not finding enough to do; but rather in being so overwhelmed with the vastness of the field as not to know what to do first. Should any one suspect that these lines are too broadly drawn, he may consult the synopsis of lectures given in the University of Edinburgh, by Professor Laurie, and in the University of St. Andrews, by Professor Meiklejohn.

In further illustration of the field to be cultivated by the uni-

versity study of education, perhaps I may be allowed to name the courses of instruction now given in the University of Michigan. These are five in number, of a semester each, as follows: 1. Instruction in the art of teaching, the purpose of which is to give pupils correct notions of the best current methods of doing ordinary school work. 2. A course of instruction in the principles of teaching, and the doctrines of education. 3. Instruction in school supervision and general school management. 4. Pedagogical seminary for the discussion and investigation of special problems in Educational Philosophy and History. 5. The History of Education.

I may add that attendance on these lectures is voluntary, and that the number of students electing this work has been nearly uniform from year to year, the average for each year being about sixty-five. The purposes of a university professorship of education are implicated in what has preceded; but these should now be more articulately defined:

1. The university may, with great propriety be called the brain of a complete system of public instruction. Historically the university preceded by centuries the primary school.

The very highest institutions of learning were organized first; then followed, in process of time, the secondary schools; and finally, but only after a very long interval, the primary schools. In England, the great universities of Oxford and Cambridge date from the twelfth century; the great public schools like Harrow, Winchester, Eaton and Rugby from the fourteenth and fifteenth centuries; while the English public elementary school was founded in the lifetime of this generation.

In this country a tax was levied for the support of Harvard University in 1636; but it was not till eleven years afterward, in 1647, that funds were appropriated for the establishment of common schools.

It is a popular illusion to suppose that the primary school must support the secondary, and the secondary school call into being the university. The first in time, the first in rank, and the first in necessity, is the university. These three grades of schools may be founded simultaneously, as in our Western States; but the logical pre-eminence of the university is still maintained. In other words,

the condition of having good secondary schools is to have a good university; and the condition of having good primary schools, is to have a sufficient number of good secondary schools. On this point I quote again from Dr. Tappan: "We are no more to wait for universities to grow up as the last result of a ripe civilization, than we are to wait for railroads, steamships, manufactories, commerce, and the perfect form of all the industrial arts, as such a result. On the contrary, we are to create all as early as possible, to hasten on civilization."

Now, the deduction I make from the organic position of the university in a public school system is this: The invigoration and perfection of the school system as a whole, are dependent on the influences that descend from the head and brain of the system. "Progress," says a French author, "is propagated from above downwards, and this even to the furthest limits; for science never ascends."

Would we have what is best in education incorporated into the countless primary and secondary schools, the most economically and the most surely? Then whatever is best in educational history, theory and practice, must be organized and taught in the university.

2. In the second place, the university is the only source from which the State can be supplied with a sufficient number of highly educated teachers. With respect to the supply of teachers, a good working rule is this: *a teacher for a school of a given grade should be educated in a school of a higher grade.*

The reasons for this rule are so apparent that I need not dwell on them at any length. Of these things there can be no doubt; a teacher should know considerably more than he expects to teach; the influence of the teacher should be an open invitation to the pupil to higher walks in the intellectual life. All true education is an inspiration. Now, if the rule I have stated is a just one, it follows that the secondary or high schools of a state require a considerable body of teachers who should have a university training. And such teachers must be far more than mere scholars. If really fitted for their places, they should be masters of the educating art; and to this end, they should have been instructed in the theory, the history, and the art of education. Such men and women

occupy places of great influence and responsibility; and their training should make it easy for them to handle educational questions with philosophic insight and with judicial fairness. Such culture requires high scholarship, and the free and serene air of university life.

3. In the third place, public schools have the right to be sheltered from the errors and vagaries of empirics and mere enthusiasts. "Progress," it has been said, "is not a force that acts by fits and starts, but is a logical and graduated evolution, in which the idea of to-day is connected with that of yesterday, as the latter is to a still more remote past."

The double misfortune of the present state of things is, that the greater part of those who have the direction of educational affairs are without any proper degree of professional competence; and so are the easy victims of what is novel, or of what is pressed on their attention by the arts of declamation.

Educational hobbies are epidemic, and the evils that come to the schools from this source it would not be easy to exaggerate. My thought is this: if we would grow into a mode of educational progress that has an historic continuity, there must be a recognized source of opinion that has been formed under the best possible conditions. These conditions are supplied only by the highest institutions of learning.

4. The educating art, when rightly conceived, has all the essential marks of a profession; it has in its keeping human interests of the highest order; it requires the exercise of the highest intellectual gifts; all its processes have a basis in law, and hence its modes of procedure may be scientific; it requires knowledge of a special kind, difficult to obtain, and, therefore, within the reach of a comparatively few; the knowledge of the masses is not sufficient to afford a due protection against malpractice, and so there is a necessity for authoritative evidences of fitness. Teaching is, therefore, a possible if not an actual profession, and any measure that can bring forward this consummation deserves the good will of the general public. Now, it is an historical fact that the main strength of the recognized professions is their organic connection with great seats of learning. Law, medicine and theology had never been professions, except on the condition of university recog-

nition and support; nor could their professional character be sustained, if this support were to be withdrawn. The inference to be drawn is obvious; if teaching is ever to have the rank and the consideration of a profession, it must in some way gain university recognition; and the easy and proper mode of such recognition is the making of education a university study, on a par at least with entomology and forestry.

5. The fifth purpose to be served by a professorship of education, is the development of educational science. There is as good reason for investigating and formulating the principles of education, as for investigating and formulating the principles of medicine and of law. In either case, the art grows in value and in dignity in proportion as its co-ordinate science is perfected; and, in each case, the discovery of a new principle introduces a wholesome change into current practice. At the present time, education is chiefly an empirical art; most of its processes are derived from precedent and imitation, and the greater part of school work is done in absolute ignorance of conditioning principles, and a considerable part of it in violation of such principles. We expect even a grammar school pupil to proceed scientifically in the solution of an arithmetical problem; we expect him to use the clear light of a principle as his guide through the mazes of his calculations, and we think it to his great discredit if he is the slave to a mere rule. What shall be our judgment of the mature men and women who do the work of the school room by mere rule, without even suspecting that their rules, if good, have a support in some principle psychological, physiological, or ethical? Socrates held up an Athenian to ridicule by reciting this parody of a supposed speech: "I, O men of Athens, have never learned the medical art from any one, nor have been desirous that any physician should be my instructor; for I have been constantly on my guard, not only against learning anything of the art from any one, but, even against appearing to have learned anything; nevertheless confer on me this medical appointment; for I will endeavor to learn by making experiments upon you." This clever parody was aimed at a young man who aspired to a position of authority, but who was ignorant of the principles upon which just government was based. Now if ignorance of political science was so discreditable twenty-two

centuries ago, why may we not count it discreditable for professional teachers to be ignorant of the elements of educational science in this *wonderful period of enlightenment?*

But some one will say a body of educational doctrine has not yet been formulated, as yet there is no science of education.

This is only partially true. From what I know of the present state of educational science, and from what physicians have told me of the present state of medical science, I am convinced that there is a larger body of valid scientific truth within the reach of the teacher than within the reach of the physician. That is, if teachers would learn and use the principles within their reach, there would be less empiricism in teaching than in medicine. I think there cannot be a doubt that the fundamental principles of psychology are as well settled as the fundamental principles of medicine.

The strangest feature in the case, however, is still to be noted: Although certain laws of mental life have been known since the days of Plato, and although succeeding centuries have confirmed them and added to their number, it is only now that even a beginning has been made in the deductive application of these laws to mental training. In our profession this is the great need of the hour; and the place of all others, and even the only place, where this work can be systematically prosecuted, is the university chair of education. This it seems to me, should be its characteristic function.

6. With my present opportunities, I have often asked mymyself which would be the greater privilege, to address my instruction to professional teachers, or to the general student. When I reflect on the direct purpose of my chair, I conclude that the professional teacher should be the elect object of my efforts; but when I reflect on the following words of Herbert Spencer, I am in grave doubt. "No rational plea," says Mr. Spencer, "can be put forward for leaving the art of education out of our curriculum. Whether as bearing upon the happiness of parents themselves, or whether as affecting the characters and lives of their children and remote descendents, we must admit that a knowledge of the right methods of juvenile culture, physical, intellectual, and moral, is a knowledge second to none in importance. This topic should oc-

cupy the highest and last place in the course of instruction passed through by each man and woman. * * *

The subject which involves all other subjects, and therefore the subject in which the education of every one should culminate, is the 'Theory and Practice of Education.' "

This extract furnishes the occasion for a large amount of serious thinking; and though there may be hesitations between the two classes of auditors we might prefer to address, one thing is beyond dispute: Education, as a branch of general university study, is of at least co-ordinate importance with conic sections, sanscrit, geology, and many others that might be mentioned. If we were to rank subjects on the basis of their direct bearing on the individual interests of men and women in general, there can scarcely be a doubt that education would fall but a little below the head of the list. That university recognition has long been given, and is generally given, to subjects of far less relative importance, is a phenomenon in scholastic history. The exception is the more singular, from the circumstance that this subject is the basis of one of the most widely practiced arts; and even still more singular, from the circumstance that the great body of professional teachers have been indifferent to the university study of a subject in which they may reasonably be supposed to feel a deep and peculiar interest. From the stand point of the general public, this phenomenon admits of an easy explanation; as people in general have so little positive knowledge on the subject of education, they conclude that a professor of education would be without substantial functions, without, in fact, anything to profess.

Whether this mode of thinking may or may not extend to our profession, I will not stop to inquire. The general conclusion to which I am brought by this train of thought is, that education has a valid right to be made a university study, quite independently of its professional bearing, but solely by virtue of its high general utility as a branch of human culture.

I must now return to a theme that was suggested in the earlier part of this discussion, the bearing of the university study of education upon the status of normal schools. No belief is more firmly impressed on my mind, than that normal schools had their origin in the necessities of our civilization, and that they will al-

ways remain permanent factors in our educational history. As already stated, they are the exponents of a marked advance in public opinion as to fitness for teaching. They not only supply a need that will always be felt, but there will be a steady rise in their appreciation as the subject of education becomes better understood.

The ground for this belief will become evident from a slight examination. In the teaching force of the country, the volunteers or irregulars very largely outnumber the standing or regular army. For ten who teach from year to year as a regular vocation, there are a hundred who intend to teach, and who actually do teach, only two or three years on the average. So far as can be seen, this state of things will continue indefinitely.

Now, some kind of professional preparation should be required of this large class of teachers. What shall it be? Shall they be expected to pursue a liberal course of study in college or university and to become versed in educational history and science? It is folly to dream of such a consummation. The most that can be expected, with any show of reason, is that this preponderant body of teachers receive a good secondary education, and in close connection with it, instruction in the most approved methods of doing school work. This, I repeat, is the utmost that can be expected of the transient members of the teaching profession. Here lies the function of the normal school. As yet, only a small part of the teaching class has been affected by the normal school; but, with the growth of juster ideas as to the fitness for good teaching, there will surely come a growing demand for normal instruction; so that an adequate appreciation of the normal school is yet to come.

What can give extension and intensity to the conviction that all who purpose to teach should have some formal preparation for their duties?

I can imagine no means so effective as the declaration by the highest academic authority, that something besides general knowledge is essential for fitness for teaching. Note the implication; if the highest attainable scholarship is not of itself sufficient to constitute fitness for teaching, then surely the lower scholarship must be supplemented by some special form of professional training. It seems to me to follow inevitably, that the most direct and most effective means of emphasizing the value of normal schools, and of

extending their field of usefulness, is the university recognition of the teaching profession. This opinion is confirmed by the state of educational affairs in Michigan.

Courses of instruction in the science and the art of teaching have been in progress in the university for the past four years; and during this time, the normal school has been steadily growing in popularity and numbers, and it is now seeing the most *prosperous year of its whole history.*

In what way could a university course of instruction in teaching affect a normal school injuriously? In the first place, there is no ground for competition. How can a university compete with a secondary school? It is only after a pupil has completed the academic course in a normal school, that he is prepared for admission to a university. As there can be no competition there is no ground for jealousy or ill will, provided there is a recognition of the fact that the public school service of the state requires of some of its teachers a higher grade of scholarship than a normal school can afford. To employ Dr. Tappan's phraseology: "The graduate of a secondary school is not prepared to instruct a secondary school." In other words, the high schools of a state require the services of men and women who have had a college or a university training. And if certain schools require a higher academic training than a normal school can give, so they require a higher grade of professional education, instruction in doctrines and principles, rather than in methods.

Below the eleventh grade, normal school training may suffice; but above the tenth grade, university instruction is requisite.

When normal schools are charged with the whole burden of professional preparation, they naturally and excusably fall into the error of attempting to do what they are incapable of doing, and so of neglecting to do, in part, what it is their natural function to do,—to supply the ungraded schools, and the first ten grades of village and city schools, with trained teachers.

The adjustment that is to come simply exemplifies the law of the division of labor, the normal school doing what its constitution permits it to do, and declining to do what it is unable to do, and the university doing what its higher organization charges it with doing. When the professional education of teachers has attained

its proper adjustment, it will be seen that teachers in normal schools should have a university training. Under no other condition can the work of these schools be done with a breadth of view that is essential for high excellence. The almost inevitable tendency of a lower culture is, on the one hand, to subdivide and minimize more than is meet, and, on the other, to exalt trifles to unwarranted proportions. It is the remark of a recent French writer that, "after all, nothing so much resembles a man as a child. In truth, he is already a man, if not in fact, at least in possibility, and it is important, at an early hour, to call into exercise, by degrees it is true, his innate powers of abstraction and generalization." In these days we are too much inclined, perhaps, to forget this point. This, it seems to me, is a wholesome truth often forgotten by those who train teachers. The child should not be educated in sections, but the whole complex organization should share in a general forward movement. Sense training, for example, is not the exclusive prerogative of the child, but should be employed in due measure in all grades of instruction; and so reflection is not the exclusive prerogative of the adult, but even the child participates in its due exercise. I believe that the source of these errors is a limited intellectual culture that misinterprets a part, because it has never comprehended the whole. This minimizing tendency has certainly brought reproach upon systematic teaching; and the only remedy that I can see is a liberal training, both general and professional, for those who are moulding the lower education of the times.

In order that the professional study of education in universities may be placed upon a proper footing, three conditions seem to me to be absolutely required.

1. The professorship of education should be co-ordinate in rank with other professorships. No other professorship has a more extensive field, or a field more peculiarly its own.

An inferior rank would carry with it an implied inferiority of worth that would compromise success from the very beginning. The work of such a professorship is too great, especially at this formative stage, to permit the doing of any other professional work in conjunction with it. A divided allegiance would seem to me very unwise.

2. These courses in education should count towards a degree, just as other courses do. This is too obvious to deserve further remark.

3. A university degree, earned in part by work done under this professorship, should be a life license to teach. That a degree representing such an amount of academic work, in addition to the courses of professional instruction, should be of at least co-ordinate value with a normal school diploma, seems to me to be too evident to permit discussion. To this extent, at least, young men and women should be encouraged to attain the highest grade of preparation for the public school service of the state.

With respect to practice teaching in connection with instruction in the principles of teaching, the current opinion is so unanimous and so decided as against my own thinking, that it is to be presumed that I am wrong. However, I suppose I am not thereby debarred from expressing an opinion. At this moment when we hear it said with such emphasis and absolute assurance, that "we learn to do by doing," it seems like rudeness to affirm that this is the very foundation stone of quackery. Yet so it is.

The fundamental idea of professional instruction is, that the inexperienced are to be taught to do by knowing. In medicine, it is only the quack who professes the dogma that he should learn to do by doing. The true doctrine I suppose to be this: First know, and then on the occasion of experience, perfect your knowledge by doing. There is now a wide-spread denial of the vitality of knowledge, if I may use this expression; that is, the inherent tendency of belief to mould the conduct, to embody itself in act, or to evolve a method out of a theory, is generally denied. How baseless this assumption is, we may see from the natural history of prejudices, and still more clearly, perhaps, from the weekly item relating how the dime novel works itself out in marauding expeditions and midnight burnings.

The working out of beneficent thoughts and purposes, though not so obtrusive, is yet as constant a phenomenon.

Now I would base the higher profession of education of teachers on the assumption that a clear conception of what is to be done constitutes the best attainable preparation for actual work. I am here speaking, let it be remembered, of practice schools for uni-

versity students. Schools of observation have an admitted value. They serve the same purpose as clinics in medical education. But in each case the aid comes from seeing good models, not from doing. The instruction is still theoretical. My objection to practice teaching in such a case as the one now under consideration is, that it is unnecessary, and that it is so unlike one's real work as to be misleading.

Let it be observed, again, that I am not discussing the experimental teaching done in normal schools. Here the conditions are changed in some important respects that cannot now be noted; but even here, I think it may at least be questioned whether the value of this empirical instruction has not been overestimated.

A university student going to his work with clear conceptions of what he is to do, and a normal school student going to his with methods ready to his hand, will be found to have different histories as a general rule.

The first will be likely to stumble, will start rather clumsily, but will soon recover and improve to the end of the race; while the second will start promptly and in good order, but will then be slower in his progress, and finally outdistanced by the teacher having the greater reserved power.

And now a very brief historical notice of the movement I have discussed will conclude this paper.

In English speaking countries distinct chairs of education in universities have been established as follows: In Edinburgh and in St. Andrews, Scotland; in Acadia College, Nova Scotia; in the Universities of Missouri and Michigan. In the University of Cambridge and of London there are courses of lectures on education, but no professorship of education; in the University of Iowa the professor of mental and moral philosophy lectures also upon education; and in various colleges there are normal departments.

We who are here this hour are participating in a movement that is destined to form a turning point in the history of the educating art; and in this movement there is a complete solidarity of interest. The question chiefly at stake is the ennobling of the teaching profession; and in this question every teacher of every grade has a living personal interest. Nay, more; the interests of every citizen, irrespective of rank or calling, are implicated in this for-

ward movement, for, as Horace Mann has said, "No subject is so comprehensive as that of education. Its circumference reaches around and outside of, and, therefore, embraces all other interests, human and divine."

INSTITUTION LIFE FOR THE DEAF AND DUMB.

(A Paper Read before the Wisconsin Teachers' Association in Madison, December 27th, 1881.)

BY PROF. JOHN W. SWILER,

Superintendent of the Wisconsin Institution for the Deaf and Dumb.

The act which incorporated the Wisconsin Institution for the Deaf and Dumb stated that its purpose was "To continue and maintain the school for the education of the deaf and dumb established in Delavan; and to afford to that unfortunate class, so far as possible, enlightened and practical education that may aid them to obtain the means of subsistence, discharge the duties of citizenship, and secure all the happiness which they are capable of attaining."

Nearly seven hundred young men and women under the influence of the Wisconsin institution for the deaf and dumb have received, as far as capacity would admit, a practical training, which has secured them greater happiness and an enjoyment of citizenship that has helped them to realize the worth of the mental, moral and physical culture which the state has so freely bestowed. For thirty-two years this school has grown with the state, beginning, in 1852, with eight pupils and now containing 210. In accord with that progressive spirit which has established a state university and supported unrivaled normal schools, it has adopted, from time to time, such methods of instruction as time and experience have approved. Its graduates have been industrious, honorable young men and women, whose intellectual and moral standing, as well as their improved speech and general intelligence, shows what the school has done for them.

The constant resort to object teaching, the word method, sentence building and analysis, action writing explained and illustrated by pantomimic, oral and manual illumination, has wrought such improvement in these educational appliances that they might, with

marked success, be employed in the instruction of speaking pupils.

It is not by chance that separate schools for the deaf and dumb exist; although in certain cases the deaf have learned to read and write in schools for hearing children, the need of dwelling so long upon the simplest forms of speech with which hearing children have been familiar from infancy, separates them in the beginning, and keeps them apart during their whole subsequent course. In most instances there is such disparity in the work of the deaf and hearing children that the latter will not endure the painstaking methods which alone can aid the deaf, and the former would be discouraged by their imperfect use of language.

Some say that there is positive harm in the association of the deaf and dumb with each other, that it makes the mutes more speechless, and more unfitted for social life by seclusion from the world; that the whole institution plan is at fault in conception and execution; that association with speaking children in the street and on the play ground will remove their defects. If this be true, how is it that their early and constant contact with mother, father, sister, brother and playmates at home during ten most impressible years of life has failed to establish oral speech? It lies in the fact that oral conversation with the deaf is difficult, slow, and uncertain; and that hearing persons drop into an awkward use of grotesque signs, or ignore the presence of deaf mute associates, much easier than they can adopt the slower speech which they require.

The domestic, industrial, and literary phases of institution life, as they appear in the house, the shop and the school, are each active forces in securing the discipline of work and study. The house with its resident officers provides for their physical wants; the shops have foremen who teach trades; and the teachers in the classes supply needed mental *stimulus*.

The Wisconsin Institute for the Deaf and Dumb is an industrial school, with the incidents of board and washing added. The deaf are sent there at the age of ten, not to find an asylum, or home, as some suppose, to be clothed and fed; but to receive instruction that shall assist in restoring that of which in the course of nature they have been deprived. I wish to speak at some length of the proper functions of this school and of its forces as applied, rather than of

the class-room instruction, which is too large a subject for the limits of this paper.

Of the causes and conditions of deafness it may be said that they vary in different localities, both as regards time and degree. In Wisconsin, cerebral and spinal meningitis and scarlet fever have caused the deafness of more than one-half the pupils now in the institution. About one-third of the entire number are congenital mutes; one-third are reported as losing hearing between the ages of one and two years; and the remaining third, with some memory of spoken language, indicates approximately the number for whom oral speech has been found available.

Prof. A. Graham Bell has recently advanced a theory that the deaf are propagating a deaf mute variety of the human race — and that they should be induced to associate with hearing people so that marriages of the deaf with the deaf may be prevented. I beg leave to differ from Prof. Bell in saying that if the deaf and dumb enter the marriage relation expecting to find peace and contentment, it should, under ordinary circumstances, be with those of somewhat similar condition, in order that a truly happy union of congenial spirits may be formed. Further, that in nearly 700 cases that have been recorded in the Wisconsin Institution, but three are the children of mute parents, while numerous instances exist wherein large families born to deaf mute parents both hear and speak. In fact, it is the exception which rarely occurs that deaf mute parents have a deaf child.

From 15 to 30 per cent. of the inmates of schools for the deaf and dumb are termed semi-mute, i. e., having some capacity for, or use of, speech. These are instructed by the oral method, and usually gain a better use of words than those born deaf. What is said in this paper of the work of institutions for the deaf and dumb applies especially to those who never spoke a word nor ever heard an articulate sound. Such are truly the deaf and dumb — deaf from birth and dumb in consequence. Were the buildings and appliances at hand, the welfare and progress of both classes would be promoted by a separation of the speaking from the dumb children, so that we might organize in connection with our state school a separate department for those who are simply deaf, not dumb, and for all such as give indications of a capacity for articulate speech.

In speaking of the forces which act upon pupils in institution life, the first is that which induces *Self Reliance.*

The same event which removes the little boy or girl from the indulgent home circle transports him into a new life, and places him at the entrance of a new world, where each one depends upon himself, provides his own amusement, learns to protect, or at least demand, his own rights, and respect the rights of others. Here he very soon learns to think, plan, arrange and even scheme to secure his own comfort, happiness or protection, as the case may be.

Equality is the second fact that impresses him. At home he may have been neglected, possibly raised above, probably held below the rest of the family. At school he is on equal footing with all his associates. He does not claim peculiar privileges; but seems proud to accept the situation as he finds it, greatly pleased that he is of as much importance as any of his larger school-fellows. Defective people are sensitive to criticism or remark, children most of all. At a school where deafness is the rule children are not constantly reminded of their defects, but are encouraged to maintain that natural self-respect which every child should *possess.*

Third, *order* makes its mark. Bad habits are to be broken up and good ones formed. Promptness at breakfast, regularity at school, soon produce their natural effect. A regular succession of events, to which all conform, shows him the necessity of meeting them. The lack of restraint at home has, in many cases, permitted irregularities of conduct which the child does not presume to indulge in at *school.*

Again, he needs the just criticism which exhibitions of passion, petulance or sullenness call out from his school fellows. He needs to think of the motives from which actions spring. The most exalted heroism may not impress an uneducated mute, because the motive may be unknown. But on the other hand, a deception which secures present gratification may seem to him a better quality than the noblest self-devotion which leads to that he knows not of. Among the common tendencies in our natures, that which seeks its gratification along the line of a propensity to affiliate with its own kind, is one of the strongest. We do not care for the society of those whose range of thought is far above us; nor are we attracted by those whose habits, tastes and desires are all below.

So that it seems quite to the analogy of nature that the mute should be happier, better contented, and, consequently, in a condition to improve more when associated with those who are on an equality with himself. The bright and attractive society of children, with its sprightly conversation, draws out the individual and shows the need of being interesting if one would be popular. Our associates are our constant teachers.

The deaf know nothing of the touching power of the human voice. Music has no charms for them. They feel no harmony of sweet sounds, have no gratification of the musical sentiment in songs of praise. They lose the educational and refining influences which music exerts. The lips may move and sounds issue, but the notes are harsh, the tones discordant. They meet in chapel, but their tongues are silent; they utter praise but no sound is heard. From year to year the silent, patient life goes on; but nature has provided some compensation for their enforced silence, in signs. These form a universal language that makes known our first desires ere voice is found, and often leaves the last enduring thought when speech has failed. Signs carry the deaf beyond the horizon, interpret the past, and open an avenue of social converse which broadens life. Since oratory and *oratorio* call gestures to their aid, it is not strange, when speech is defective, or enunciation indistinct, that the gesture language is called into use. The moving pathos of signs touches children as the monotonous tones of spoken language can never do. Signs appeal to the mute's sense of the noble, good and true, their force and beauty move him to an inspired view of higher things. The deaf need inspiration, therefore the practical teacher, who has so much to teach in the limited time at his disposal, feels constrained to use signs as the most available means of instruction. Some may think that, as signs are of little permanent value, only used as a stepping stone to other things, time is wasted upon them. But I trust it is plain now that signs are not taught, but simply used as the vernacular of the people with whom we labor. The new pupil coming to the institution begins at once to use signs, and is soon aroused by the wit or genius of his schoolmates, as he feels the embrace of the currents of social life about him. He shares the joys or sorrows of his associates, and relates the incidents of home life which pleased him most.

The school is a little world in which the boys and girls are the men and women. The measure of its usefulness is not filled up by the class-room, the chapel, or the shop; but in what lies between these, where the friction, friendliness or strife which makes educators of us all, teaches children something of the world in which they soon must live.

Again, the influence of gentle manners in every-day life makes an impression on many mute children whose previous ideas of good breeding were exceedingly vague, so that the unpleasant sounds, facial contortions, odd and often rude gestures which friends may think inseparable from deafness, cease with little effort. It seems difficult for the deaf to appreciate the proprieties and social amenities of life which require urbanity, politeness, self-denial and modesty. They need to know that the time as well as the privacy of others is to be respected, and should be instructed in regard to the sharp competition through which trade is pushed to success. The chief function of institution life sometimes seems to be to teach manners, and the effects of its training are often noticed in the changed bearing and improved appearance of its pupils after one or two years' residence in the school.

Regular employment is one of the useful forces introduced. There are duties for every one which make work part of the daily routine. The exercises of the institution begin at 6 a. m., with the first tones of the rising-bell; then follow breakfast at half past six, chapel at eight, and then school till one p. m. dinner, followed by a half hour's recreation, with work from two till five in the spring and fall, and till half past four in the winter, and an hour's recreation before supper fill up the afternoon. Supper is at six, and evening study from seven to nine finishes the day.

With kind attendants and skillful foremen in the shops but little urging is needed to secure close attention from the apprentices.

The industrial department of the school we consider *one* of the most, if not *the* most powerful factor in the education of large numbers who may not hope to secure distinction in literary attainments, but who may get such an education of the hand and eye from their technical training in the shops as will prepare them to meet the exigencies of future life. The shops are to-day training fifty of the more advanced boys and girls in the useful trades; thirty are

learning shoemaking, ten cabinet making, and ten are in the printing office. The boys and girls press into the shops of their own accord. It requires some effort to keep them out; none at all to get them in. Parents and pupils alike seem to appreciate the advantages which this department of the school affords.

In addition to the industries mentioned the girls are instructed in needle-work and some of the lighter household duties, such as setting and clearing the table, washing the dishes, ironing, and the like. The industrial instruction adds to the interest of the school, and, far from impairing the work in the class room, seems to stimulate and maintain a greater zeal therein.

Books exert an untold influence. They are the companions of every educated mute, and their language, speaking to his eye, is the source of the purest and most enduring joy. Allusion has been made to the limited time spent in school; for, although the pupil may remain eight or nine years, the average time in school is but a little more than three and one-half years. Since the average child has so little time at his disposal he should try all the more to become a good reader, so that the volumes of history, science and art may be opened for his further instruction. I believe that a deaf and dumb person receives a greater benefit in becoming a good reader than in acquiring lip or voice culture.

The next force to be mentioned is the *teacher*. Without detracting from the importance of suitable care, judicious oversight, and the proper office of work and play in child life, it still remains true that the teacher has the pupil's best time, and that the live force in connection with a school must be the teacher. The teacher of mutes must teach words like a mother, advise like a father, restrain and correct like a teacher, and instil correct moral principles. Great results, with ever-increasing potency, flow from the labors of earnest teachers who are pure in heart and strong of purpose. Purity wins esteem; strength holds it. I do not say wise and experienced teachers, for these qualities come with age; but it is greatly to be desired that integrity and virtue should abound, so that the best traits or impulses of boys and girls may be developed.

Teaching in a school for the deaf is peculiar in its extreme simplicity, in the use of signs, in the amount of time and labor spent upon composition, in the necessity for frequent and vivid illustra-

tion, and the necessity of small classes so that individual instruction may be obtained.

Lord Brougham said; "A child learns more between the ages of eighteen and thirty months, of its own powers and capacities, and more of the nature of the material world, and even more of its own mind, than he acquires in all the rest of his life." While this may be true of the normal child the deaf mute child remains a babe in intelligence long after that period, because he has no power to formulate his incipient thoughts, or words to clothe them, and is without that important organ which so accurately reports current events.

The following statements, selected from many, as observed by Dr. H. P. Peet and others, indicate somewhat the ideas of the deaf before instruction. In answer to questions one said: "I had no idea of God, I had no thought of a being more powerful and wiser than man." Said another: "I thought some one in the sky turned a grindstone and made it thunder." Massien, the celebrated pupil of Sicard said: "My father made me make prayers by signs morning and evening. I put myself on my knees, I joined my hands, and moved my lips in imitation of those who speak. I adored the heavens and not God. I did not see God when I prayed, I saw the sky. I thought that was heaven. I prayed in order that it might descend at night and make the vegetables grow which I had planted; and that the sick should be restored." Massien further says that he felt joy when he thought his prayers were answered; but used to threaten heaven with angry gestures when the hail destroyed his crops, or his parents continued sick. One said: "I thought the sun created the world and all things, and that farmers made things grow." Another said: "I thought the world was a level plain, that things always existed as now without beginning or end. I thought all the inhabitants came from the south." Some have supposed there were men in the sky who at intervals fired guns and poured down water. Other that the stars came from a great light shining through holes in the sky.

A boy who had observed that people who died had usually taken medicine, determined to escape a like fate by abstaining from medicine. The ignorant deaf and dumb fear death. One said that, in thinking of it, he supposed it was the doctor's business to poison off his patients.

So far as can be learned the deaf and dumb have never originated the idea of a future life.

As the mother often motions come, come! ere the child runs to her, so we sieze upon signs to introduce and make plain more difficult things, using *them* in a decreasing ratio as the course of instruction goes on and the pupil becomes able to comprehend written language. The language of the deaf and dumb is limited and somewhat formal, displaying such errors as would be noticed in the speech of a foreigner who is learning English. It smacks more of books than of practical life, but is a basis for better speech obtained by greater familiarity with the idioms of our language.

In learning language the early impressions made upon the child's mind by the constant repetition of the sounds of articulate speech are deep and lasting, though rarely described, because often made unconsciously or before the child has learned to speak. But as time goes on in the early days of child life, familiar sounds proceed from the unrecognized jargon of words significant to the ear which learns them and then guides the tongue to reproduce them. This is the natural method; but when the hearing is gone, and the eye sees the outline of a word but not its force, the effect upon the mind is different in kind and degree. We are unconscious of that which fails to impress some one of our senses. The blind hear sound but know no color; the deaf have ideas of color but little of the quality of sound. Some people are deaf to certain sounds, others are color blind. The point is that sounds must be apprehended correctly before they can be made correctly. The deaf find this cognition of the exact force, pitch and quality of sounds much more uncertain since the tone is nothing to them, and the movements of the lips vary to such an extent in different speakers that each person's labial signs must be learned separately. I say labial signs, because spoken language seems to the deaf like a string of indistinct lip signs for a succession of words. In speaking still greater uncertainty attends the deaf, because they do not hear their own voices.

Since educated foreigners are years in learning to distinguish the consonants of our language, and we spend a like period on the German "ich," it is not strange that the irregular pronunciation of our mother tongue is so difficult for the deaf whose sense perception of words comes through another *avenue.*

The congenital mute is defective, and, though training developes other faculties, it still remains true that the average mute never has been able to understand or make himself understood in a way that at all compares with the ease and precision with which he converses in writing.

The deaf, many semi-mutes, their friends and associates, will say that as their speech is often disagreeable and uncertain, they prefer to use writing and spelling in conversation.

At Delavan we are pushing the oral method with all that have any voice or hearing as well as with those among the totally deaf who have special aptitude for speech or lip reading. Our school receives and instructs all the deaf in the state, of suitable age, who apply for admission, whether they are mute or can speak. It trains the voices of semi mutes and allows many resolute congenital mutes, who have sufficient tenacity of purpose and a strong desire for oral training, an opportunity to obtain it.

The physical wants are well met by the superintendent, matron, and assistants; who are able to provide comfortable lodgings in airy rooms, pleasant and commodious dining rooms, and such a supervision of personal habits as shall fit boys and girls for honorable maturity.

Parents of deaf children cannot more desire a complete training for their unfortunate children than do those who, in undertaking to educate them, devote all their time and labor in that service; but we do not suppose that present or eternal happiness is limited by oral speech. Go to the institution for the deaf yonder and see the contentment that shines from every face. Become acquainted with the educated mute and you will have cause to admire his force of character, his desire for knowledge, and the intelligent use he will make of what he does know, together with the receptive condition in which he seems to be, conscious of the potency of life The great mistake made by some who favor the oral method, without knowing the true status of the natural mute, lies in underestimating the difficulties of spoken language, or overestimating the power of the mind trammeled by deafness; or in taking success in particular cases for universal types.

I yield to none in my desire that all the deaf may learn to speak, but repeating a few words is not speech; nor is the enunciation of

one word, in the case of a deaf mute, proof that they can ever learn to vary their tones to meet the demands of conversation. I wish it were, then might all speak; but when you become acquainted with the difficulties that must always stand in the way you will come to believe, as I have, that in *most cases* the congenital mute is spending the few years of his school life to better advantage in learning to read and write, and in learning his duties to God, his neighbor and himself, than in any use he may get of oral speech in a limited time, or from the power of guessing what may be meant by the motions of other people's lips.

All things that are possible in this matter of fact world are not always expedient. We always assist and advise the deaf to choose whatever may be the best gifts for them, desiring so to act that we may obtain the best results for all, which are shown in a fitness for the ordinary duties of this life, and in an intelligent comprehension of the life to come, where deaf ears will be opened and mute tongues set free.

REPORT ON MORAL EDUCATION.

(Made at the Executive Session of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883.)

The Advisory Committee, to whom was referred the subject of moral education in the schools, respectfully submit the following report:

It cannot be too often repeated that the object of the public schools is to fit the young for intelligent citizenship. They are maintained not to make mechanics or lawyers, but to help in forming useful members of a civilized community. "We must educate our masters," said Mr. Lowe, in the British parliament, as he contemplated the steady growth of popular power in England; and the wise statesmen of other European countries, recognizing the irresistible tendency toward popular sovereignty, have felt that the safety of all that is most valuable in civilized communities depends upon the proper education of the young. Foremost among the duties of the schools, therefore, is that of inculcating in the minds of their pupils those moral principles upon which social order and good government rest. There is a secular morality

which is not opposed to religious morality, but is re-enforced and strengthened by religious motives when these can be called in to its aid. This morality is the result of human experience, is recognized by all civilized peoples, is taught by the philosophers of all nations, and is sanctioned by all enlightened creeds. It is the foundation of social order, and approves itself to all right minded men. This morality can and must be taught apart from religion, but not in hostility to any of its forms. It must be taught because the very causes which justify the maintenance of public schools at all make such teaching necessary.

At the same time it would be a mistake to limit the phrase, "moral education," to this inculcation of precepts. It is broader and more vital than this. It means the formation of character; and this, so far as the school has to do with it, is the result of complex forces, of which precept is only one. The problem proposed, therefore, in the subject submitted to your committee, is, "Can anything be done to help in rendering more generally systematic and effective the work of the schools in the formation of character?"

Your committee are of opinion that something will be done towards this by the distinct and general recognition of the fact that the formation of right character is one of the principal aims of the school. Good government in school is often spoken of by those interested in education as if it were an end in itself; and yet there are schools which are governed to death, out of which all life, naturalness, spontaneity and enthusiasm are crushed by government, called good because it secures a machine-like order. In other schools the intellectual training so absorbs the attention that management is looked upon as purely incidental to this, a means to render possible the teaching of many children together, and not as in itself an important factor in the formation of character. Discipline is looked upon as if its chief end were to bring refractory elements into conformity with general routine, instead of to touch the springs of life in the child, to give the supremacy in him to the better elements of his nature, and thus to help him to grow into noble character. When the thought of forming character can be substituted in place of these imperfect views in the minds of school officers, a great step will have been taken towards making moral education in the schools more effective.

Further, it seems desirable that an attempt should be made to put into concise and simple form the essential elements of right moral training in the schools, so that it may serve as a guide and help to those who are to engage in the work of teaching. Such a scheme must be general in character, aiming to point out the principal elements of right moral training as they are exemplified in the practice of the most successful teachers, and leaving the details to the tact and skill of the individual. Such a scheme is herewith presented for your consideration and amendment, with the recommendation that, after it shall have received your revisal and approval, it be printed in the future editions of the pamphlet on the course of study for district schools.

The scheme submitted recognizes three principal elements of moral training: The formation of right habits, the inculcation of right principles, and the development of moral judgment. It is believed that the distinct recognition of these ends, and systematic efforts to realize them, will be more likely to be fruitful of good results than the plan of trusting to vague impulses, and a desire to maintain good government. The work of the teacher is in like manner presented as three-fold; he must keep about his pupils right conditions for healthful moral development; he must show good management; and he must give right instruction in such a way as to develope moral thoughtfulness. Management is a safer term to use than government, for it sets forth more clearly the right relation of the teacher to his school. They might be used interchangeably; but, by usage, government emphasizes rather the element of external restraint and force, which is indeed indispensable, but subordinate; while management brings clearly to view the thought that the teacher must enlist on his side, in the interest of progress and uprightness, both the motive forces in the child's nature, and the social forces in the midst of which he lives. The children of a free country must be educated for freedom; and this education for freedom consists in bringing them as early and as constantly as possible under the influence of such motives as ought to control their lives, and by making them to a proper degree amenable to that force of public opinion, under which as good citizens they must live. Management is good when it brings the child's own nature into conformity with what is right, so that he feels that he chooses to act thus, and finds increasing strength and

self-respect in so acting. An imperfect result of this sort is better than the most absolute submission to external force. It is this that Rousseau meant, when he advised the tutor: "Let him (the pupil) be his own master in appearance, and do you take care to be so in reality. There is no subjection so complete as that which preserves the appearance of liberty; it is by this means even the will itself is led captive." And Locke wisely puts the opposite in words which ought to be familiar to every one who has to do with the training of the young: "Slavish discipline makes slavish temper, and so leads to hypocrisy; and where it is most successful it breaks the mind, and then you have a low-spirited, stupid creature, who, however with his unnatural sobriety he may please silly people, who commend tame, inactive children because they make no noise, nor give then any trouble, yet, at last, will probably prove as uncomfortable a thing to his friends, as he will be all his life a useless thing to himself and others." The words that follow shortly after, may be added as a complete statement of what wise management really is: "To avoid the danger that is on either hand, is the great art; and he that has found a way how to keep a child's spirit easy, active, and free, and yet at the same time to restrain him from many things he has a mind to, and to draw him to things that are uneasy to him; he, I say, that knows how to reconcile these seeming contradictions, has, in my opinion, got the true secret of education."

The work of the teacher in the moral education of his pupils, may be properly considered under three heads: (1.) Creating right conditions for healthful moral development; (2.) forming right habits; and (3.) implanting right ideals or fixed principles.

CREATING RIGHT CONDITIONS.

A child responds much more completely than a grown person to the influences about him. He takes on unconsciously the tone of feeling and the opinions in the midst of which he lives, and himself grows to them. It is, therefore, necessary to create, so far as possible, a healthful moral atmosphere about him. Some of the chief elements of this are the following:

1. Frank Relations.—It is desirable above all that the relations of the teacher and the pupil should be such that the latter

will not be driven to hide his life. Unwise treatment is almost certain to bring about attempts at concealment which lead to deception and falsehood. The weakness of the child makes this his natural method of defense, and he ought not, therefore, to be put on the defensive when that can be avoided. Unnecessary and habitual severity, suspicion, continued fault-finding, a cold and repellant manner — all these tend to put him in such an attitude. Under their influence he becomes watchful and cunning, learns to take pride in keeping his thoughts and actions from the teacher, and at length is prompted to do that which he knows will be disapproved under the impression that it is "smart." Thus punishment for faults often leads not to their avoidance but to the secret cultivation of them. It is the teacher's duty to prevent such a state of things from arising. He can do so if he is careful to maintain at all times a spirit and attitude of helpfulness toward the child, instead of one of repression and severity. Discipline, when inevitable, should be but an incident to this helpfulness. Sympathy with child-nature, and appreciation of its weaknesses and its better impulses, is indispensable to this end. Helpfulness gains the confidence and co-operation of the child; and confidence and co-operation should be rewarded with increased sympathy and confidence in return.

2. Order and Regularity.— These should prevail in all the arrangements and management of the school, and in all the child's belongings. He will become more self-controlling, thoughtful and conscientious by being required always to put his wrappings in their proper place, to keep his books and material in order, and to pay a reasonable regard to propriety in his manner of entering the school-room, taking his place in his class, addressing his superiors, and so on.

3. Cheerfulness.— Children are naturally joyous. They are repelled by gloom, austerity, and fretfulness. The atmosphere in which their natures unfold healthfully and properly is cheerful and inspiring. This keeps their powers pleasantly active, and links the life and lessons of the school with associations of enjoyment.

4. A Right Public Opinion.— Public opinion should not be left to grow as it will in a school, for it profoundly influences every

member of the little community. Very rarely will a child be found who would not rather defy the teacher than the public opinion of the school. It is inevitable that this should be so, for his happiness depends much more upon his relations to his fellows than upon the teacher. From this it follows that the teacher should earnestly strive to shape the public opinion of the school, and, secondly, that he should avoid putting the child in such circumstances that he will have to choose between obeying the teacher and obeying the public opinion of the community to which he belongs. The teacher shapes the public opinion (a) by securing the regard and esteem of his school; (b) by talking familiarly with the pupils and publicly to the school of matters which interest the community in such a way as to enlist their sympathies and opinions on the right side; (c) by enlisting the more decided characters in support of right through appeals to their sense of honor and by giving them confidence and such responsibilities as they are capable of undertaking; and (d) by avoiding scrupulously all actions which will tend to concentrate public opinion in favor of wrong doers and against himself. If he is wise and kind, he will be able to keep public opinion on his side, and so to lift it to a higher plane. If he cannot do this, it becomes a serious question for him whether his usefulness in that field has not departed. Second, punishment or severe reproof in the presence of the school is a matter of great delicacy, and should be avoided, if possible, unless the teacher is sure that he can keep the sympathies of the school with him. It is especially likely to beget defiance on the part of the culprit, and this, from its apparent bravery, will often gain him the sympathy of his companions, and thus become the means of fostering wrong views in the minds of the pupils as well as wrong relations to the teacher. Good management will avoid, so far as possible, all occasion for such results.

HABITS.

1. A habit is a second nature, and it is formed by doing. Actions which are performed (a) regularly, (b) uniformly, (c) and without opposition from within, become seated in the organism of the person doing them, so that, when no special effort is made to resist them, they are performed without thought. These are habits.

One who would form a habit in another, therefore, tries to see to it that he performs the act regularly, that is, always when the occasion offers, uniformly, that is in the same way each time, and willingly or without opposition from within, so that his whole nature grows to that way of acting.

2. There are five great school habits: promptness, regularity, order, industry and accuracy. These profoundly affect the whole character, not only increasing the efficiency of the child, and thereby fitting him for the work of life, but developing in him self-control and responsibility or conscientiousness. The demand of the school that the child shall be on hand every day and at the appointed time, has a higher end than mere convenience. It imposes upon him responsibilty, self-control, the necessity of making other things conform to a known and regular duty. The orderly distribution of his time, the habit of applying himself to tasks, although inclination calls to something else, subdues vagrant impulses and fits him for civilized life; while accuracy, the fundamental virtue of the recitation, unfolds in him the power to see and tell things as they are, which constitutes the love of truth and truthfulness. These results are more vital and abiding when the teacher, realizing their moral significance, labors wisely to bring the child into sympathy with them, so that he may find a just pride and satisfaction in them.

3. These habits, however, may be and often are, secured incidentally as it were, and without the distinct and intelligent effort of the teacher to implant them; others require more skill and insight. Honesty, for instance, that is the abstention from trickery and fraud, will not grow in the school without special and intelligent care. Every recitation affords opportunity, and unless intelligently supervised, incitement to dishonesty. To get help surreptitiously is a natural inclination of the child who is being tested; and it is to be feared that not unfrequently school experience serves to strengthen rather than correct it. Manifestly vigilance, careful provision to diminish as much as possible the temptation, and above all a sedulous cultivation of right views and feelings in this matter are an important part of the teacher's duty. He should avoid exaggerating the heinousness of an act so natural in a child, while providing against its repetition by inculcating the appro-

priate maxim, and enlisting the better nature of the child in the effort to overcome the wrong tendency. He must, in short, by patient and continuous effort, strive to form a habit of honesty, and at the same time to cultivate the moral intelligence by appropriate teaching. Thus habit is supported and reinforced by fixed principles, which are firmly seated in the understanding. The other habits, therefore, as they ought to be the expression of fixed principles firmly implanted, will not require discussion under this head.

IMPLANTING RIGHT IDEALS.

I. There are three principal ways of implanting right ideals: (a) by example, (b) by maxims, and (c) by the formal lesson.

I. EXAMPLE. In all those respects in which the teacher's conduct is open to the inspection of the pupils, his example is forming their ideals. He must guard, therefore, against the appearances of evil, which have as great an effect upon the minds of children as if they were realities. In the matter of justice, for instance, the teacher is likely to seem wanting in their eyes from imperfect apprehension of the grounds of his actions. An evident purpose on his part to deal justly will correct this; but he must bear in mind that it is important that they recognize his intention to be just. So with other traits. Example teaches subtly, day by day, and it is the effect of character rather than of specific acts that is abiding. The example of the teacher must, therefore, re-enforce all his moral teaching.

II. MAXIMS. — The child, besides being weak, is ignorant, and therefore needs instruction; and moral instruction is attended with the same necessity of tireless iteration as intellectual. It ought not to surprise us that the result of once telling is as evanescent here as in a lesson in number, nor that the child shows the same incapacity to generalize and to apply the principle to new cases in morals as in arithmetic. He often does wrong through ignorance and through lack of judgment; and repeats the wrong for the same reason that he repeats the error in number. How, then, shall he be taught what is right, and taught it in immediate connection with his action? We answer, by maxims, and by maxims so given as to guide his conduct. It will be necessary, then, to show the manner of using the maxims and what the more important maxims are.

(a.) *How.* The maxims, to be most effective in the formation of character, should be made, as often as possible, the real motive of the child's action, or, on the other hand, the critical standard for testing his action. "Be kind," for example, is the positive, hortatory form of a maxim, and may sometimes be used effectively in this form; but as a reproof, a standard for testing his conduct, it takes the interrogative form: "Was that kind?" Again, as a suggestion, it becomes "It would be kind, I think, to do so and so;" as a critical standard, used in approval of his conduct, it is, "That was kind." By the intelligent and persistent use of such forms the ideal we wish him to adopt is kept before the child's mind in close connection with his conduct. His thought and action are made to flow about it until it is taken up and assimilated into his nature. Practical wisdom is needed to use it in such a way that he will not react against it, but that it shall rather be an inspiring or reproving force.

(b.) *What.* In common speech we have various terms which express the same principle with slightly different shadings. Be courteous, be polite, be obliging, be benevolent, be gracious, be gentle, be considerate of others, be generous, be kind,— all these are closely related to each other. In selecting the most essential maxims it is desirable not to include all these, as the number having essentially the same meaning would tend to confusion and so diminish the effectiveness of the teaching. Be kind and be polite are, perhaps, the most effective in this series. The following list has been made up by such selections. They are not mutually exclusive nor has an effort been made to enumerate all the virtues; they have been chosen rather with a view to their practical usefulness in the moral training of the young. They fall in two classes: 1. Those inculcating duties with reference to others are: be (1) just, (2) honest, (3) truthful, (4) kind, (5) polite. 2. Those inculcating duties with reference to ourselves are: be (1) pure, (2) self-controlled, (3) industrious, (4) prudent, (5) reverent, (6) courageous.

III. THE FORMAL LESSON involves grave difficulties. It is liable to be dry; the child may react against it so as to be hardened by it; it may tend to formalism or sentimentalism by failure to keep it in close and vital relations with conduct. Such difficulties are to be overcome by thoughtfulness and tact on the part of the teacher.

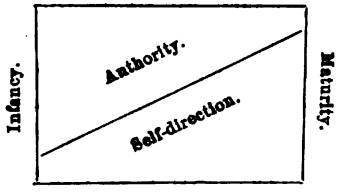
The lesson may take four different forms: 1st, the committing to memory of short selections, maxims, single verses of poetry — a form especially adapted to primary pupils; 2d, the reading of stories selected for some lesson which they inculcate, and afterward talking them over with the class in such a way as to develop the moral judgment in applying familiar principles — the chief end to be sought, since the principles are few and easy and the applications many and complex; 3d, the reading of biographies and anecdotes which have a power to inspire a high enthusiasm and create noble ideals in the mind of the young; 4th, the discussion of occurrences in the school and of items of current news, which furnish material for interesting application of great principles, and give them added weight by the sense of their practical utility. In such exercises discretion is necessary in order to avoid wounding the sensibilities of any one or awakening passions which will operate against the impression desired.

IV. THREE SPECIAL TOPICS. There are three special topics upon which, on account of the special temptations to which the young are exposed after leaving school, it is desirable that some instruction be given. They are, the use of intoxicating liquors, the use of tobacco, and the reading of coarse and debasing publications. The teaching on these subjects should be strictly temperate and non-partisan — an effort to make the pupils understand clearly the evil results of these practices and to enlist their moral sense against them.

GENERAL PRINCIPLES.

I. The child grows from authority to self-direction by gradual progress. Accordingly the method of dealing with him will change as he advances in years. He will be encouraged more and more to govern himself as he is able to do so. By wisely directed confidence in him, and by placing responsibility upon him as he is able to bear it, the teacher will seek to bring the child's will into accord with right action. Education for freedom is education to restrain one's self in such ways as wise direction would restrain. This is a highly important part of the moral education of the child, for, if held to the right mainly by external restraints, there is great danger that he will fly the track when these are removed. This rela-

tion of external authority and self-direction has been represented by a diagram, as follows:



II. The authority of the teacher is legal and personal — *i. e.*, it rests on rights growing out of relations and confirmed by laws, and it is made effective by the personality of the administrator. In the school-room it is absolutely necessary that the administrator have in him the power to govern, as well as the right to govern. In the primary school this power to govern ought to result from the teacher inspiring confidence and love; in the more advanced grades, from his ability to inspire confidence through respect, and respect is gained by strength of character and attainments, united with practical wisdom. He ought not to domineer over the school, but to manage it. In the past we have had too much domineering, and too little management. Management is the enlistment of the active powers of the children on the side of good order and progress. The teacher must have skill to call forth and keep in his service the conscience, the ambition, the curiosity, the emulation of his pupils. He is not to repress merely or chiefly; he is to bring into play the inspiring and exalting motives, whose service is joy and life, and reduces to the minimum the necessity of repression and punishment. We need more teachers and less dominies; the teacher inspires new life, and the dominie new fear; the teacher manages, and the dominie domineers.

III. The law for the use of motives is, always appeal to the highest which can be made effective. Thus emulation is better than rewards as a motive to study, and ambition is better than emulation. Fear of punishment is one of the lowest motives. Its proper use is to restrain from the repetition of wrong acts, and it is most effective when it comes as the natural consequence of the wrong done. Thus the natural consequence of falsehood is loss of confidence in the offender, which can be made very effective if rightly managed. As the object of punishment is solely to prevent

the repetition of the wrong act, the less severe it is, provided it be effective, the better, since thereby the natural sensitiveness of the child is less impaired. Punishments, when unnecessary, or unnecessarily severe, harden the nature. The wide-spread reaction against corporal punishment is wholesome if it serves to reduce this to cases of absolute necessity, and to make the sense of the disgrace, when it is used, more potent than the physical suffering. The wise teacher will aim to make punishment, as far as possible, unnecessary by calling forth the better impulses of his pupils, and will always respect and cultivate their sensibilities.

J. W. STEARNS,
R. GRAHAM,
W. H. BEACH,
JOHN NAGLE,
Committee.

EDITORIAL.

A HOPE DEFERRED.

BY some means the conviction very generally prevailed in educational circles in the state that the regents of the University, at their meeting in January, would establish a chair of pedagogy in the institution under their care, and provide for actual instruction therein at the opening of the next academic year. This expectation was largely made up of hope that the authority mentioned shared in the belief that the time was ripe for such a measure; that the right man placed in such a chair, one thoroughly read in the literature of the subject, endowed with clear perception of the dignity, scope and importance, and imbued with the spirit and power of the teacher's calling, would not only meet and satisfy a demand now existing in the University, and one which is sure to increase as the years go on, but would be able to bring honor to the institution by original work, and by contribution to the growing body of doctrine, upon which successful school systems must ultimately rest. With this hope was mingled a sincere desire to have the University of Wisconsin stand fairly abreast of the best schools which represent advanced thought in all true educational reform. According to means at command this has characterized our University hitherto, and for this reason commands confidence at home and respect abroad. Gen. Eaton, U. S. Commissioner of Education, said to the writer upon the occasion of his recent visit here: "One of the best evidences of the high character and excellence of the president and faculty of your University is the fact that they have been able to carry the work of the University in this young state to so high a plane in so many directions

and at the same time carry the confidence and co-operation of your people along with them in increased and increasing measure." This is high compliment and a true utterance. The voice of the people is: "Make the University what such an institution ought to be and put the expenses into the tax roll."

But the hope has been deferred. The regents postponed definite action upon the matter of the chair of pedagogy until June next. The trouble is, the board of regents never served apprenticeship in Egypt, and so have never learned to make bricks without straw. We do not think there is any ground to fear the board will neglect or refuse to provide for this chair, when the income will warrant further expansion in instruction. Perhaps it is best that action be deferred until clearer conceptions of just what the movement contemplates are more generally prevalent. In the meantime, the lecture of Prof. Payne on that subject, which we publish this month, is worthy of perusal.

No report by the state superintendent being published for the year 1883, as these reports are hereafter to be published only biennially, we give a few statistics of general interest compiled from the annual reports of the county superintendents for last year. In making comparisons with the reports for the preceding year, it is to be borne in mind that these statistics cover a period of thirteen months, while those of last year covered a period of eleven months only. This arises from the change in the time of making annual reports.

ENUMERATION, ENROLLMENT AND ATTENDANCE.

Number of persons in the state June 30, 1883, between four and twenty years of age	509,556
Number of persons between four and twenty years of age enrolled in the public schools during the year	307,855
Number of persons under four years of age enrolled during the year	409
Number of persons over twenty years of aged enrolled during the year	997
Total number enrolled in the public schools during the year	309,261
Per cent. of the whole number between the ages of four and twenty years enrolled in the public schools during the year	56+
Number of persons in the state June 30, 1883, between seven and fifteen years of age	269,205
Number of persons between seven and fifteen years of age who attended school during the year	215,173
Per cent. of the whole number between seven and fifteen years of age who have attended school during the year	79+
Number of days of attendance of pupils in the public schools during the year	24,665,906
Average number of days of attendance per pupil	79
Number of persons between four and twenty years of age in cities who have attended school during the year	53,771
Number of persons between four and twenty years of age outside of cities who have attended school during the year	254,084
Per cent. of number between four and twenty years of age in cities who have attended school during the year	46—
Per cent. of number between four and twenty years of age outside of cities who have attended school during the year	66
Average number of days attendance per pupil in cities	127+
Average number of days attendance per pupil outside of cities	69+

DISTRICTS, SCHOOL HOUSES, TEACHERS, CERTIFICATES.

Number of cities maintaining schools under special charters	33
Number of school districts and sub-districts in the State outside of cities	5,707
Number of school houses in the State	5,870
Number of school houses built during the year	256
Number of schools with two departments	217
Number of schools with three departments	76
Number of schools with four or more departments	193
Number of towns in the State which have adopted the township system	16
Number of schools maintained in towns which have the township system	86
Number of teachers required for all the schools	7,314
Number of male teachers employed during the year	2,457
Number of female teachers employed during the year	8,478
Number of different teachers employed during the year	10,935

	Male.	*Fem.*	*Total.*
Number of teachers who received first grade certificates during the year	111	99	210
Number who received second grade certificates	231	457	688
Number who received third grade certificates	1,654	6,379	8,033
Whole number of certificates issued by county superintendents during the year	1,949	6,408	8,357
Number of certificates issued by city superintendents	47	527	574

The following summary shows the amounts received and disbursed for public schools, including schools in cities, for the year ending June 30, 1883, the sources of receipts and the purposes of disbursements:

APPORTIONMENT.

Amount apportioned to the several towns and cities from the School Fund income, June, 1883	$197,536 80
Rate per capita upon persons of school age	.40

RECEIPTS.

Amount in hands of school district treasurers May 31, 1882	717,397 93
From taxes levied by counties, towns, cities, villages and school districts	2,272,231 02
From income of School Fund	219,644 23
From all other sources, including loans	274,371 48
Total amount received for school purposes	3,483,644 66

DISBURSEMENTS.

For building and repairing	383,688 44
For apparatus, libraries, furniture, records, etc	70,236 23
For old indebtedness	96,860 97
For teacher's wages	1,874,452 18
For all other purposes	399,482 77
Total amount paid out during the year	2,824,720 59
Amount on hand June 30, 1883	658,924 07

BEING an organ of Wisconsin Teacher's Association, the JOURNAL surrenders its pages to the papers read at a recent meeting of that body. The three which appear this month present three important phases of educational thought and activity which are receiving much attention now in the educational world. But the influences of such discussions are not confined to the illumination of the sub-

jects directly considered. They have an indirect value in broadening our view, in extending the intellectual and professional horizon, so that if we do not ourselves seem lifted to a higher plane, a new realm of thought and activity altogether, yet the seemingly narrow circle of our daily routine of activity and anxiety comes to appear a part of a larger, a higher, a better kingdom than it otherwise would. But there are, also, in every one of these papers, suggestions and instruction, which, properly assimilated, may make the teacher of the smallest and least pretentious school stronger, better, and more effective, as well as give strength and skill for the heaviest tasks and hardest problems. Do not fail to read these papers because of their length. It was hard to listen to Prof. Payne and catch his thought in full from the utterance, but it is a real pleasure to read his easy flowing sentences.

THE meeting of the National Educational Association in Madison in July next continues to attract attention and excite interest in all parts of the state and country. Following are a few extracts from elaborate articles falling under our observation within a few days past.

The Janesville Gazette says:

The National Educational Association of the United States will meet at Madison next July, and that city is already making arrangements for that important gathering. The citizens of Madison promise to provide for 3000 guests. Several very attractive excursions are planned to succeed the meeting of the association. Pres. Bicknell thinks that the attendance next July will reach 3,500 or 4,000. It will be the most important gathering that ever took place in this state.

From *The Kenosha Telegraph:*

The meeting of the National Educational Association, to be held in Madison in this state, the 15th to 18th July, 1884, bids fair to be one of the largest and most interesting meetings of educators ever held in the west. Reduced railroad, steamboat and hotel fares will be secured, and the citizens of Madison promise to provide accommodations for 3,000 guests.

From *The Dodgeville Star:*

One of the events which should be considered of greater importance than any that has ever occurred in the state of Wisconsin will take place in Madison next July. The National Educational Association will meet there, and it is expected that very many of the leading educators from every state, north and south, will be there. Wisconsin should be represented by thousands of the educators of the state, as there will be large representations from almost every other state in the Union. See fuller particulars in another column of The Star to-day.

From *The New London Times*, Waupaca Co.:

The National Association has done great honor to our state in selecting its capital as the place for holding its next session. Shall we not do ourselves equal honor by extending to them such cordial and abundant greeting as shall induce them to come again? No such educational gathering has ever assembled upon this continent. Not only will there be immense delegations from the north and the south, the east and the west, but representatives from the nations of Europe as well In fact it may more properly be called an international teachers' association. The whole world will be laid under tribute for the success of the meeting. Let us not take our position in the lowest rank of counties in manifesting interest in and appreciation of this meeting.

From *The Educational Weekly*, Indianapolis, Ind.:

There are hundreds of Indiana teachers and school officers who will desire to attend the meeting, and when the interest connected with the meeting is fully known, we are sure that hundreds of teachers will determine to go. President Bicknell is admirably adapted to work up a magnificent meeting. The leaders of our profession ought to catch some of his enthusiasm, and use it in their every day work.

It is now time that every county superintendent and city superintendent place himself in line and go to work intelligently and earnestly to make the Indiana exhibit at the National Association in July next, one worthy of our state and the high rank she maintains in educational affairs. What is needed is earnest work, well aimed and well organized.

From *The West Virginia School Journal:*

The next meeting of this association as has already been announced, will occur at Madison, Wisconsin, July 15th to 18th, 1884. A wonderful interest has already been manifested in this next meeting. Dr. Bicknell, the President, is organizing for the greatest educational meeting ever held in the United States. The railroad rates are being arranged and no doubt very low rates will be obtained. Dr. J. H. Smart, President of the Purdue University, Indiana, has accepted the Directorship of the Industrial Exhibit, and proposes to make the most complete and exhaustive exhibit of school work in all its departments ever shown in America. The State House at Madison will be used for the exhibition. We hope to see a large representation from West Virginia.

From *The Western Educator*, Dakota:

The National Educational Association has decided to hold its next annual meeting at Madison, Wisconsin, July 15–18, 1884. This is a compliment to the City of the Lakes, and a rare opportunity for the teachers of the West. No gathering brings together stronger minds than does this national meeting of teachers.

In addition to the exercises at Madison various excursions have been planned. Reduced rates will be secured on all railroads.

Doubtless many in Dakota will avail themselves of this rare treat. We shall, in due time, give readers of THE EDUCATOR full information regarding the association.

WE call attention to the new advertisement of Ivison, Blakeman, Taylor & Co., on the fourth page of the cover of this issue, and especially to the progressive course of instruction in industrial drawing which they announce. Miss M. J. Dyer, formerly superintendent of drawing in Brooklyn, N. Y., schools, is now in this state, and, we understand, is to visit several of the leading schools in the state, by direction of the firm, to exemplify and introduce this system. She will be found a lady of great skill and intelligence, and will make friends wherever she goes. There is little hope for a revolution in our school system in the interest of industrial education, until teachers and pupils are willing and able to devote sufficient time and effort to acquire the eye training, the habit and the power of close observation, and the deftness of hand necessary for creditable achievement in writing and drawing. It is a reproach upon our schools, that through the indifference of teachers so little and so poor work in these branches is accomplished. There are some difficulties in the way of teaching writing, outside of the teacher, in many country schools; but that cannot be said of drawing. Our own opinion is that a resolute effort to teach the latter, would be almost sure

to lead to more and better instruction in the former branch, and to overcoming all obstacles found in the way of so doing.

The merits claimed for White's system of drawing, are: the arrangement, which renders the giving and receiving instruction easy and natural; the plain and practical manual for teachers, which enables persons of ordinary ability to take up and prosecute the work themselves very readily; and the subordination of all instruction and drill to practical industrial uses.

THE ELEMENTS OF BOTANY. By Prof. W. A. Kellerman. Our readers will recognize in the author of this book the name of a former Wisconsin man — teacher of natural sciences in the normal school at Oshkosh, but now professor of botany and zoology in the Kansas Agricultural College. The author says his object has been to present in a sufficiently condensed form, a comprehensive view of the vegetable kingdom. In following this plan, a general survey is made of the organs of plants, their structure and functions, of the classification of plants, based on genetic relationships, and of the uses of plants, and the application of botanical knowledge in the various pursuits of life. In this way an attempt is made to meet the demand upon this science for something useful as well as something pleasurable and disciplinary. While it is admirably adapted as an introduction to extended botanical study, the work is especially designed for such as end their school education with an ordinary high school course, or before such a course is completed, and for others outside of schools who are desirous of knowing something of botany. We are sure we are doing our readers a favor by commending this book. It contains 366 pages, is illustrated by 354 fine wood engravings, while the price is but $1.25. Published by John E. Potter & Co., Philadelphia.

BY the burning of the building of the Galesville University, in Trempealeau county in this state January 9th, that community suffers a severe loss. The building was erected in 1859, at a cost of $12,000, and subsequent additions have cost $4,000 or more. There was no insurance. Originally the school was under the control of Methodists, but quite recently has been acquired by the Presbyterians. The school is continued in one of the churches of the place, and vigorous efforts are being made to provide means for re-building.

PROF. HARDY, of La Crosse, made report to the Board of Education of that city upon his return from the meeting of the Association at Madison, in regard to the plans for the meeting of the National Educational Association, and that board promptly voted to take a life membership. A line from the Hon. L. B. Caswell, of Fort Atkinson, informs us that they have taken a life membership there, and elected Prof. J. Q. Emery, and so we suppose he did the same thing. If all principals, whether present at the meeting or not, will take measures to have the matter brought to the attention of boards of education and others in-

terested in educational matters, our quota of fifty life members will be filled within a month. Please report for the JOURNAL as soon as action is taken.

PROF. GEO. BROSIUS, who for sixteen years has been at the head of the physical training department of the Turner's Society in Milwaukee, has resigned that position. Much regret is expressed at this step, for Prof. Brosius has been very successful and popular, and has established the matter of physical culture upon a sound physiological basis. No reasons for the resignation are made public.

The Popular Science Monthly for February is at hand, and is full of interest and instruction. Herbert Spencer, Prof. Richards, Dr. Felix Oswald, M. Daubreé are represented by articles. Nervous Maladies, The Morality of Happiness, The Aurora Borealis, The Causes of Earthquakes, and a sketch of Sir Charles William Siemens (with portrait), are among the especially interesting contents. Published by D. Appleton & Co., New York.

THE February number of *The Century* is the mid-winter number, and is unusually attractive, both in appearance and in matter. The full-page portrait and the appreciative sketch of General Sheridan all will want to preserve. The letter press and illustrations of How Edwin Drood was illustrated, the two articles on Dante, also illustrated, the "Bric-a-brac" department, the topics of the times, and indeed the entire table of contents are excellent. We are sure all subscribers for *The Century* are confident the present will be equal to any previous volume. Published by the Century Co., New York.

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INDUSTRIAL EDUCATION.

(Read at the meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883.)

BY MISS SARAH A. STEWART, MILWAUKEE.

As in surface elevations we get trend only by comparison, so the direction of educational thought is most clearly apparent when brought into contrast with older and more perfectly developed systems.

The trend of the educational thought of the present is plainly in the direction of industrial education, and Europe has made much greater advance in that direction than America.

There has been a gradual change going on in the ideal of education for the masses for nearly one hundred years. Europe soonest felt its influence, and for obvious reasons.

The desolating wars of the seventeenth and eighteenth centuries left Central Europe in such a deplorable condition as regards industries, commerce, and all that makes the wealth of a nation, that the old ideals of education, the Latin and Greek, were found to be inadequate to human needs. War had depopulated the nations, a large part of the strong arms had been called into the army to act as a standing menace to, and defense from enemies threatening on every hand, so that it became a necessity to educate the *masses*, and to train them in such a way as to enable them to build up the waste places, develop the internal resources and

supply the physical needs of the people. To this cause is due the establishment of the real schools of Germany, the giving of scientific training, and the adaptation of that to practical ends.

The fact of *rank*, also, in European countries, determines the industrial education of the people. It is an unalterable law, that at least eighty per cent. of the population must be manual laborers. The limited area, and the dense population to the square mile, render it imperative that the larger part of the activity of the people should go in the direction of manufactures. Machinery has not superseded hand power in Europe as in America, and the hands are counted by the millions.

As education means "fitting for life," it is but a natural result that the old world should have sooner learned the lesson of the necessity of fitting means to ends than the new, where the pressure is less. The wonder is not that the old world learned it so soon, but that she did not learn it sooner and has not learned it better.

Again, the hundred years of comparative peace have changed the world's ideals of what constitutes national greatness. The wonderful international industrial expositions have shown that a nation's supremacy no longer depends upon the needle gun, and the amount of death enginery she can bring into the field, but upon the development of resources, and the results of brain power worked into raw material by trained hands.

The world has at last discovered the fact, that in order to get the highest results from a given expenditure, there must be master hands to execute master thoughts; that ignorance means waste; and hence from purely economic reasons comes up all along the line the demand for skilled labor. Guilds and trades unions shut the doors in the face of the incompetent, and force educators to face anew the question: "How shall we educate the masses?"

Industrial education, like all other phases of education abroad, has received different degrees of development in different countries, and very different expression in other parts of the same country. As every one knows, Germany has the most thorough and complete education in this direction as in every other, and its provisions are compulsory.

In almost every German state there are what are known as the preparatory schools, the trade schools, the polytechnic schools, and

in some states a technical university. These schools are designed for three principal classes of citizens.

1st. The children of the laboring classes who are to be artizans or skilled workmen in the different trades.

2nd. The superintendents and proprietors of establishments. This class is required to know all that is known to the skilled workman, and to be experts in all that concerns the organization and administration of works.

3d. The engineers, who are expected to understand all the principles of those sciences to which they apply themselves, their application in the different arts, design, construction, organization and management.

These schools are sustained partly by government aid, partly by the cities in which the schools are located, and in some places by what are known as the "Industrial Unions."

The students pay fees ranging from $8 to $40 a year. It was estimated that in some of the industrial schools in Prussia the expense was not more than $8 per pupil. In the higher technical schools the expense was much greater. The expense varies in different states.

As the time allowed for this paper is not sufficient to give anything like a systematic view of the whole field, I may be pardoned if I confine my description to those phases of industrial education which came under my personal observation in the lower schools.

The first ideas of manual training begin in the kindergarten.

* * * * * * *

But it is not my purpose to show the relation of the kindergarten and industrial training, however interesting and important that may be, but will pass immediately to the primary schools, and shall attempt a description only of the *best* I saw.

In one of the large public schools of Munich I noticed that the boys and girls were separated in all rooms above the kindergarten, and I found the reason for this arrangement to be that the courses of instruction, even in the primary grades, were different. Various useful employments suited to each were taught side by side with reading, writing, drawing, number and religion. For instance, the girls were taught cutting and fitting articles of wearing apparel for girls, boys, men, women; designing patterns for embroidery

and weaving; different kinds of stitching, overhanding, hemming, backstitching, felling, darning, patching; different kinds of lettering (reminding me of the ancient "sampler," the bugbear of my youth); also knitting had a place upon the programme as regularly as reading, — various articles, like stockings, mittens, wristlets, sacques, underwear, were knitted; embroideries of all kinds, upon cloth, canvas, lace, etc., with lace weaving for ornament and use, were taught.

Object lessons were given with reference to their practical utility. For instance, a lesson on the *kid* was given; he was served up with relation to the various uses to which his skin could be put, samples of skin in the different stages of dress and undress were shown, arranged in large books like herbariums. Lists of objects which could be made from the skin were given, like gloves, shoes, traveling bags, bonnets, portmonies, opera glass cases, boxes of all kinds and uses. If the lesson were upon *flax*, all kinds of cloths, with articles made from them, were shown, also information was given in regard to cultivating, curing, weaving, and selling it.

In this same preparatory school there was an industrial phase given to the education of boys. They were taught the elements of carpentery, the use of hand tools, such as the hammer, chisel, saw, plane, square, file, rule, knife, drill, and, indeed, all hand and the simple hand power tools, and also instruction in all the elementary branches of mechanical knowledge was given. The elementary principles of construction, the nature and commercial values of wood, the drawing of designs for construction and modeling of tools for use and forms for ornament.

I was told that the boys were instructed in the elements of horticulture and an opportunity given them for the practical illustration of the instruction. The instruction included lessons upon the nature of soils, preparation of soils for different kinds of products, seeds — when to gather, how to cure, seasons of planting, effects of heat and cold, rates of production and values, relative importance as foods by virtue of their nutritive qualities. They were instructed in the practical use of garden tools, like spades, hoes, rakes, shovels, wheelbarrows, etc.

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In all the primary schools the elements of military tactics are

taught to boys. War is an industry which calls for early and continuous physical training. In Germany the army is the ally of the public school.

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The elementary trade schools immediately succeed the primary schools, and are designed for the children of the laboring classes.

The conditions of admission are that a boy shall be 12 years old, shall know how to read and write and possess a knowledge of the elements of arithmetic. They remain in these schools usually three years. At 15 years of age they go either to their life-work or into the schools for higher technical instruction. The organization and management of the trade schools differ in different places. I will only attempt to describe one about which I had the best opportunity to know. It may be taken as a type of all.

There are two parallel courses of training in the trade schools: that which may be called the scholastic, which is carried on in the forenoon, consisting of reviews of the common branches, geometry, elementary mechanics, chemistry, physics, drawing and singing. The afternoons are devoted to practical training in the work-shops. First to *know* and then to *do* is the principle which underlies them all.

Each subject is taught with reference to its practical application in the work shops. There are shops for the following trades connected with the school: carpenters, blacksmiths, stonecutters, masons, cabinet makers, wood carvers, metal workers, and some less important ones. The shops are arranged to accommodate a large number of boys at the same time. Each boy has his bench or forge, as the case may be, with all the desired tools for his occupation. This knowledge of tools alone amounts to a liberal education. in wood turning (par ex.) there are 85 different tools, 60 tools in forging, and 130 in metal turning, and a proportionate number in the various lines. Besides, the boys must be familiar with hundreds of models of the various articles to be made with these tools; not only to know and use them, but to be able to model and draw them, both as a whole and in parts, so that they know the relation of parts.

Each shop is under the supervision of a master workman, with assistants enough to give constant superivsion of the boys.

The boys work upon articles which have artistic or market value. They are not allowed to work upon inferior material. They are taught a respect for labor by dignifying their work in their own eyes.

The carpenters make boxes, benches, ladders, steps, windows, desks, screens.

The braziers make basins, baking pans, dust pans, dippers, soap cans, water pails, fruit cans.

The stone cutters make stone steps, thresholds, key-stones, tablets, placing of slabs, tiles for flooring, etc. Painters are taught to make putty, grind paint, cut and set window-glass, lettering, graining.

The boys who work at the smith's forges make nails, clamps, hooks, hinges, locks, tongs, shovels, screws, etc., etc. * * *

In some parts of Europe, as in Switzerland, the trade school is united to the industry most natural to that section of the country. For instance, wood carving in one, making of toys for children in another, in others images for churches, baskets and mats, marble and ivory carving for statuettes, glass making, ornamental and useful pottery.

These trade schools are open in all seasons, and in many places in the evenings, so that boys can pursue more than one calling at a time, and often support themselves, while learning their trades.

To give some idea of the extent of this kind of education in Europe, allow me to give some statistics which I was given upon the subject.

It is estimated that in Prussia alone there are six hundred industrial schools of all grades, but most of them are these artizan or trade schools, in which there are being educated 8,000 students at an average expense of about $8 per year per pupil.

(Prussia has an area of 134,388 sq. miles; No. of inhabitants, 24,683,100—not quite so large as Wisconsin and Minnesota together, but containing twenty times the number of inhabitants.)

Bavaria, about one-half as large as Wisconsin, with four times the inhabitants, has one hundred and fifty industrial schools.

The little kingdom of Wurtemberg, not one-third as large as Wisconsin, with a little less number of inhabitants, has fifty industrial schools.

The higher technical education has received quite as much attention as the trade schools, and in some places even more. They were first in time.

The technical college at Stuttgardt, with which all are familiar, may be taken as a type of that class of schools. In this college students may prepare themselves to be master builders, surveyors, city health officers, civil engineers, mill managers, master masons and stone cutters, inspectors of building, hydraulic engineers, measurers and guagers, and to be skillful in all ornamental trades.

The wonderful Polytechnicum at Zurich is another of this class. It is open to students from all parts of the world. It has over one thousand students, with a faculty of one hundred professors and assistants, where most of the known arts can be studied on a scientific basis. Also the whole group of industrial buildings at Chemnitz, which alone are valued at $500,000, with a corps of fifty professors. One of the group is a weaving school, where lectures are given upon the forms, construction and operation of looms, and weaving material. Exercises are given on the design and weaving of plain and ornamental fabrics, dyeing and chemical analysis of goods, finishing goods and originating designs for new patterns. But time will fail to even speak of all the schools for naval architecture, agriculture, forestry, vine culture, as well of the rich endowment in the line of all the fine arts, music, sculpture, painting, and I will pass all that to speak a little further of the higher industrial education for girls.

The best type of this class of schools is the "Commercial and Industrial School for grown up daughters" at Berlin. The school comprises two departments. The first division is a two years course, admitting girls at fifteen, it prepares them for employment in industrial and commercial pursuits. The second division is a one year's course, it admits girls at sixteen, and prepares them with reference to some special branch. They study weights and measures, coinage, banking and exchange, book-keeping, correspondence, stenography, chemistry, physics and the modern languages. They visit workshops, salesrooms, and commercial establishments, making themselves familiar with processes and products.

In the department of "Domestic Economy" the girls are taught the physical and chemical sciences, in their application to domestic

purposes; the nature of foods, their characteristic qualities, and adaptations to various phases of good and ill health, their adulterations; their relative nutritive and market values, method of preservation, of cooking, and the principles and practice of cookery and table service; also all that relates to accounts, to clothing, kousekeeping, care of the sick, sanitary precautions, training and treatment of servants and children.

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America has much to learn and much to do in this line of public education. Just now, it seems to me, she is in the condition of a precocious youth, who has been patted on the back and praised for his remarkable attainments until he is filled with conceit, and thinks, that what he does not know is not worth knowing. America has a right to commend herself somewhat for her attainments in the line of public education, but it will be very unfortunate, both for her and the world, if she does not add much, to that she has so nobly begun. She has the advantage of all the world, in that she has the experience of the ages to profit from, and has no fixed and rigid boundary lines of caste and rank education to contend against; she has wealth, and a virgin soil upon which to build, and she will be verily guilty if she does not make a finer model of public school education, than the world has ever known.

One of the first steps which should be taken, is to *dignify labor*. The only direct industrial education in America to day is in our prisons and reformatory institutions. So long has labor been associated with crime and poverty, that there has grown up a sentiment against work which will not be easy to overcome. It is a little remarkable that it has occurred to no one to suggest, that if labor is a good thing to reform criminals it might be a good thing to prevent crime.

It should be the work of public education to train youths, so that the large quantity of raw material which is yearly exported, for manufacturing abroad, should be manufactured at home. * *

During the year 1880, some of our leading exports and imports were as follows:

	Exports.	*Imports.*
Iron and steel	$12,960,985	$63,956,833
Leather and Leather manufactures, Tannin	162,501	11,485,042
Stone and Chinaware	93,449	6,595,529

	Exports.	*Imports.*
Fancy goods	544,841	7,285,488
Rags for paper	16,575	2,013,113
Wool and Woolen manufactures	297,367	57,218,092
Glass and Glassware	776,765	6,444,459
Watches	92,217	2,015,955
Cotton manufactures	239,311,312	32,670,755
Breadstuffs	432,407,829	107,609,339

No corresponding exports:

Buttons	$3,786,634
Silk goods	35,494,227
Flax and Flax manufactures	22,284,020
Jute	8,833,653

Five million three hundred and ninty-nine thousand two hundred and eighty-seven dollars worth sent back because of its inferior quality — (manufactures)

Thus far America has been satisfied to do what an Englishman told me was the natural mission of America to do, to raise bread and butter to feed Europe, while she manufactures our raw material, and sends it back to us, subject to a high tariff. He said America ought to be a nation of farmers.

We have not been exactly a nation of farmers, but we have invented machines, and imported skilled laborers from Europe to run them. Go into any one of our leading manufactories to-day, and you will find that the skilled workmen are foreigners, who are getting rich at the expense of our ignorance and inefficiency. The hands of our youths that have been set free by machinery have been kept white and soft (and in many cases the *brains*, also), and the product of our schools too largely has been clerks, book-keepers, office seekers, politicians and — book agents.

It is time for a change; our schools should face more directly toward that line of instruction which will best fit at least eighty per cent. of our youths for their positions in life.

In order to do this, it is not necessary, in my judgment, to give up anything which we have already. I want to take the somewhat paradoxical position that two things can be done better than one, and more intellectual work, with proper organization, can be done in four hours a day than in six. . . . . .

The prominent need of the day is *competent teachers*. In Milwaukee, within a radius of three blocks, taking the normal school

as a center, there are five large schools for youth, and five manufacturing establishments, employing large numbers of youths under school age. For six hours a day one set of youths are employed in trying to get ideas from the purely *representative* world, and no attempt is or can be made, under existing organizations, to embody those ideas in concrete form, or give them life by practical application in any direction; and so they neglect the primal law of acquisition.

On the other hand, the youths of the manufacturing establishments spend ten hours in the purely concrete world, often employed upon one kind of material, one set of movements, one part of a whole to which they do not even see the relation; they know nothing of the history or commercial relations of that material, and get no real knowledge of that which they have the best opportunity to know, because of its fragmentary and unrelated condition.

Such a class, when thrown out of that kind of employment, have no ability to gain a livelihood in any other way, and too often become tramps. If the two lines of training could be brought together, the result would be higher mental training on the one hand, and greater skill and richer products from manual training on the other.

Our evening schools, which are conducted with so much expense and trouble, are but awkward attempts to remedy the evil wrought by this one-sided education. It is doing, at a great disadvantage, what might have been easily done in youth.

There are nearly 22,000 people employed in the various manufactories of Milwaukee (almost twice the number of the entire population of Madison), 4,000 of whom are women, and nearly 1,000 children and youths. (And Milwaukee is not a manufacturing city at all to the extent that it ought to be.) There are 44,000 people engaged in manufacturing in Wisconsin, and these people are engaged upon material that is valued at $107,000,000. . . .

Seventy per cent. of the children of Milwaukee leave school before they are twelve years old, after an average attendance of only three years. If the schools did more towards fitting for work, the parents would leave the children longer in school. They have the right idea; they know if a boy is going to be skilful in any

hand labor, he must commence early; so, as a matter of policy quite as much as of need, they take him out of school and put him at work. Such boys rarely rise to the position of skilled workmen. Mr. E. P. Allis, of Milwaukee, a gentleman who has had wide experience in this line of work, makes the following statement:

"The great body of our mechanics—the rank and file—are recruited from boys without much preparation or education, who from necessity or opportunity obtain subordinate positions in the working force of shops, and whose almost only tutelage in any branch is their four years' apprenticeship to the trade they essay to learn. This schooling is good, and a trying one, and only the better ones rise to great skill. But it is necessarily narrow and confined to the one vocation of the shop. Even the successful ones are handicapped through life from the want of any more general education than that so obtained. A skilful mechanic in any branch of the mechanic arts is a man of more than ordinary natural mental ability, and it is wrong that he should be weighted through life with the want of a general, practical English education, as many such are. Coming mostly from families who depend upon personal daily work for subsistence, they must begin young, and cannot first obtain a common-school education, and then serve a long apprenticeship in the shop. It seems to me there should be in every public school, whether in city or country, a course of instruction and practice for all boys in the use of hand tools, such as the hammer, chisel, saw, plane, square, file, rule, knife, drill, and indeed all hand and the simple hand-power tools, and also instruction in all the elementary branches of mechanical knowledge. Such instruction and practice in this direction could be given in our common schools, would be very valuable to every recipient through life, whether a practical mechanic or not, would largely determine which were fitted by talent or inclination to become skilled, and would save them time and disappointment in their shop apprenticeships, besides combining with it a general school education in other branches."

In my judgment the "modification in the school course which the times demand" is the following:

1st. To train all children between the ages of four and seven according to the Kindergarten method.

2d. To train all children between the ages of seven and twelve in common school branches, with a parallel course of manual training in all hand-power tools, with parallel course of instruction upon material and laws which govern its production and use. Girls and boys to be taught alike, as a matter of *mental* quite as much as physical discipline.

At twelve years of age those boys who are to be artizans should go to trade schools, which should combine manual and scholastic training; and from these schools those who elect the higher callings should go to the technical university.

Those boys who choose some one of the liberal professions at twelve years of age should go to the high school, conducted much as it is, and from there to the university.

REPORT UPON "THE TEACHER'S MISSION IN AWAKENING IN THE COMMUNITY AN INTEREST IN SCHOOL WORK.

(Read at the Meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883.)

The committee to whom was referred that portion of the President's address, relating to the Mission of the Teacher in Awakening in the Community an Interest in School Work, respectfully submit the following:

We do not approach our theme in the spirit of Rosseau's teaching, that, "Take the road directly opposite to that which is in use, and you will always do right." We fear lest present tendencies are in the direction of too great faith in that teaching. We have no great innovations to propose. We would hold fast to those things which are proven to be good. It will be readily conceded, that it is much easier to tell what the teacher should not do, than to tell what he should do.

In certain particulars, our work is to recall to mind well-known and standard means for accomplishing the object proposed. In others, it is a task similar to that of making a map of a country that has not been fully explored. It is like the question ever confronting statesmen: How shall we interest the masses in important national affairs? In other words, how shall we interest the people

in their own interests? And that quality which will give the statesman large success is the same that is needed to give the teacher large success in the field before us.

In the topic for consideration we prefer the word *function* instead of mission; for the teacher is not sent, he is employed; and the course of action which pertains to, or the activity appropriate to his business, is more properly termed a *function* than a *mission*. We also prefer to change the phraseology from "Awakening an interest," to awakening a *greater* interest, in the community, in school work. For, to *awaken* an interest, implies that at the outset of the teachers' efforts there is no interest in the community, in the work under consideration,—a proposition or assumption that cannot truthfully be maintained.

For the community voluntarily taxes itself to purchase site, build the school house, warm it and furnish it with seats and apparatus and employ the teacher. That the total amount of money voluntarily voted and paid by the people of Wisconsin, during the year ending May 31, 1882, for school-sites, school-buildings, and repairs, apparatus, libraries, furniture, records, etc., for teachers' wages, and other school purposes, was $2,132,807, is tangible and prima facie evidence that there is already a well-settled and an abiding interest in public school work. This fact the teacher is not to forget or overlook. We all know that there are many in the communities in which we teach, who have a genuine, a broad and a deep interest in school work; who bear unselfishly many and heavy burdens in behalf of the schools; who help keep the school machinery in motion; who, when teacher's leave them, resolutely seek others to take the places voluntarily vacated.

These persons have their own lines of business and cannot be expected to be in constant visitation of the schools, as why should they, if their schools are in competent hands? But their interest is none the less real, if unfrequently thus manifested. It is not the part of true wisdom to wholly ignore or to minimize the interest in school work already existing in the community. Let him rather recognize that interest and utilize it to the fullest extent. No teacher should for a moment imagine, that with his exit from the community, the interest in school work therein dies. Elijah, in his ignorance and disconsolation, complaining that he only of all

Israel was left, and receiving the astonishing reply from the Lord, "Yet I have left me seven thousand in Israel, all the knees which have not bowed unto Baal, and every mouth which hath not kissed him," was not more in error, than those teachers would be, who should suppose that real interest in school work exists alone in themselves.

Our topic then is,—"The function of the teacher in awakening in the community a greater interest in school work." More broadly stated it is,—How may the teacher awaken in the community a firmer conviction in the utility, the great necessity of schools, and their work?

That it is the function of the teacher to awaken a *greater* interest in the community, all will concede. To do this he needs to employ a variety of means, and work through various channels. We suggest the following not as exhaustive, but as being suggestive and within the teacher's reach:

1. To awaken a greater interest in the community, in school work, the teacher must, himself, have a deep and constantly deepening interest in that work. It must be an interest that may cause him at times to make personal sacrifice for the cause, and that manifests itself in earnest, enthusiastic, discreet, intelligent and considerate work; an interest so great that there need be no necessity for the patrons to discuss or devise means for awakening a greater interest in the teacher in school work.

2. The teacher is to see to it, that he is himself the well-matured and ripened product of good school work, or the equivalent of that. For as much depends upon what the teacher is as upon what he does. Personally, he should be the embodiment of professionally high ideals, so that in his efforts, he may *lift* rather than *push*. His professed interest and belief in school work, should be manifest and find realization in himself.

3. What the teacher especially agrees or contracts to do is to teach; and this is his great opportunity, his special field, his chief function. He can no more surely and effectively awaken a greater interest in the community in school work, than by awakening that interest in his scholars. They constitute one of the best agencies through which to work. For, "through the school ideas flow, by wide and natural channels, into the currents of the community's life."

In this work of teaching, the character of the instruction, the general and specific methods employed, the matter taught, and the spirit of the teacher, are the controlling forces; and the teacher needs a clear ideal toward which to work. He must teach "realities instead of signs; substance instead of shadow." He must wisely decide, within the legally prescribed curriculum, not merely what is useful, but what is most useful to be taught in the time at command, and what is best suited at the different ages and mental conditions of the pupil, most fully to develop his individual powers. We say within the prescribed legal curriculum. For when he, aside from the incidental instruction for which there is opportunity, throws open the doors to outside specialties, he will need still greater wisdom and discretion, for he will at once be confronted, as the *New England Journal* suggests, with "Dr. Angell and his animals; Pres. Walker and his chest of tools; the good ladies and their sewing, cooking and housekeeping; the doctors and their hygiene; the temperance people and their temperance," and so on to the end of a list that is truly appalling to contemplate being worked into the mental tissue of the average boy or girl during an average school life of six to eight years; and all this, together with co-education. The teacher should be wise enough to discover that not all of these specialists with their specialties can be well entertained in the school-room, in the time and with the means at command.

In the teacher's own spirit let the controlling force be attractive rather than repellant, and let him make his school work pleasant. Let his methods be rational and natural, but let him make them his own. Let him be acquainted with the methods of the great teachers and educational reformers, the great geniuses and heroes of the past, and let him be acquainted with the methods and educational thought of his own time. But he must use those methods through which he can most surely and effectively direct and develop force. He must have an individuality, and must recognize the same in his pupils, and he must acquaint himself thoroughly with child nature, with all its possibilities.

In the use of methods let him, David like, choose the simple sling and a few pebbles rather than the bungling, though kingly armour of a Saul, if thereby he can the more surely become the

victor. The most marked characteristic of the world's Great Teacher was his individuality. In methods, neither Quincy nor Normalville should be the teacher's shiboleth; but let him use his own trained and cultivated individuality, his own instinctive sense of the fitness of things.

The marvelous possibility for the teacher's individuality to assert itself, and the wonderful opportunity he has both to use and develop power, through teaching, was most eloquently and forcefully set forth by the late Timothy O. Howe, in closing an address before this association, at its session in Whitewater in 1865. He said: "I have seen the schoolmaster pick up a little stolid existence bearing no more resemblance to a man than an oyster does to an ox, to whose unreasoning nature no single question of whence he came or what he signified, or whither he tended, even whispered itself. I have seen the schoolmaster feel carefully about among the springs of such a being until at length he would lay his vivifying touch upon the very germ of his soul. Under that touch I have seen the little creature grow and expand, emotion succeeding to sensation, an idea succeeding to emotion, until his whole being was as full of divine questioning as the spider is of its web. With such questioning I have seen him, spider like, weave his track to and from the pillars of life, until great thoughts have flowed into lofty purposes, swaying backward and forward, then, as the locomotive preparing for its flight, I have seen this ripened intellect dash back over the track of history to the foundations of time, and thence spring forward on wings, half of prophecy and half of calculation, blazing away onward for a hundred years into untrod future. Such transformations are the work of the schoolmaster."

And with such transformations being wrought in the schoolroom, need any one doubt that there will be awakened an increased and constantly increasing interest in the community in school work?

4. Another agency to be employed by the teacher in the awakening of a greater interest in school work, is discipline, or management. He should make the great object of his discipline the establishing of approximately correct habits in his pupils. In securing this, let him appeal to the highest motives in his pupils capable of moving them; this is their right. And let all the

school requirements and management be such as to command, in the main, the approval of the best heart and intelligence of the community. Let accurate records be regularly kept, especially as to attendance, punctuality, approximate conduct and scholarship, and let the patrons be regularly put in possession of the main facts of this record. Those who pay taxes for the support of schools have a right to know what the results of that expenditure are. The tendency of furnishing such information must be to stimulate a greater interest in the work.

The teacher may occasionally hold public exercises of his school, to which may be invited the patrons and others. They should not be too frequent lest they become too cheap in character or else make too large a draft upon the energies of the school from other equally important work. They should not be made miniature theatres, but should show honest, legitimate school work. Especially may be mentioned *graduating exercises*. Here the course of study now being adopted by the common schools may be made to furnish this additional benefit. In all these exercises it should never be forgotten that the primary object of public schools is to make thoughtful citizens. Hence they should be made to show the ability of scholars to think consecutively and to express those thoughts clearly, tersely and forcefully. All must admit that the Commencement Exercises of American Colleges have been a most potent agency in awakening the wide-spread popular interest in these institutions. What these commencement exercises have been and are to the colleges, graduating exercises may be made to the public schools.

6. Organizations comprising the graduates of a school may be effected. Let these organizations hold annual public meetings. There will thus be brought back occasionally those who have gone out from the community. The people will in this way have opportunity to watch the continued growth of those whom they have helped to educate, and in whom they have thus acquired an interest. Permanency of the teacher will greatly aid in this particular.

7. The teacher may personally invite, with reasonable frequency, the patrons to visit the regular sessions of the school, but he is not to be discouraged if his patrons manifest such confidence in his

work as to give it but little or no inspection, for even school visitation may be overdone. He should personally converse with the patrons as to school work. This will favor the mutual receiving and imparting of inspiration, and a better balance of mind and purpose. And he should be a reliable citizen; a man among men; should recognize other public interests in the community and encourage them as heartily as he would have the representatives of those interests recognize and encourage educational affairs.

8. He may arrange for educational meetings, where educational matters may be discussed; provided he take good care as to who shall address them. The speaker should be competent, experienced and well-balanced. No place should be given to educational cranks. This caution seems all the more needed in these times, when the metropolitan press, to some extent, and many teachers and school officers seem filled with a mania for criticism, apparently vieing with each other for the greatest extreme. We might well believe that if the masses credited only a part of their strictures, criticisms and cynicims, they would be justified in desisting from further maintenance of such public schools. Let teachers and school officers take heed how they weaken the confidence in school work. Surely they will be no wiser by efforts to make others appear foolish and weak. If they must criticise, let them do it soberly and in a manner calculated to improve. If teachers would awaken a greater interest in the community in school work, they must themselves think well and speak well of that work.

9. The press being a great power, the teacher should, if possible, make it an ally in the work. Only let him use it wisely and prudently for profit, and never as a means of pouring upon the public mere maudlin drivel.

10. We conceive these to be the primary channels or fundamental agencies through which the teacher is to work for accomplishing the object proposed. Yet these may exist and there be a lack of recognized success, or an increased awakening of interest.

There is a subtle and indefinable something in the teacher's contact with the community outside of his school, call it intuition, or instinct, or personality, or magnetism, or what you will, that seems essential to large success. The greatest teachers, as well as the greatest statesmen and leaders of whatever kind, have possessed

this power. In some it seems born, in others it may be and should be cultivated. It is in that delicacy of contact with others, which pleases. It is in the genuine principle of sociability, the essential element of which does not so much consist in efforts to please others, as in a determination to be pleased with others. There is in it no approach to the Ichabod Crane spirit, which is to be deprecated always as derogatory to the profession, and in the end sure to frustrate the object sought. Let the teacher study the manifestation of this characteristic in others, and let him cultivate it in himself.

J. Q EMERY,
E. R. SMITH,
A. F. NORTH,
Committee.

REPORT OF THE COMMITTEE ON "WHAT MODIFICATIONS OF THE SCHOOL COURSE DO THE TIMES DEMAND."

(Made at the meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883)

It has been charged that teaching tends to make a pessimist of the pedagogue and to dwarf his mental horizon to the narrow limits of his calling, so that whatever course of study he frames must be on the basis of turning the school into a teacher factory, by which the future interests of a majority of his pupils are forfeited to those of a small minority.

A candid consideration of the futures of the youth who are to be benefitted or victimized by this course will disclose that nine-tenths of them are pre-destined by Providence as well as destined by their parents and society to earn their bread by physical labor, so that the crontrollers of this course should rise above the influence of their class interests and habits and plant this course on the broad basis of the laboring millions, even though the technical advancement of a few thousand embryo teachers be somewhat deferred thereby to a post graduate course beyond the one here outlined for all. This would require a re-arrangement of the present course into two sections and the incorporation in the first section of matter now foreign to the course, bringing to the fore whatever utilitarian

features the common branches possess, and passing to the rear much that is mainly technical or microscopically differentiated.

It cannot be too sharply pointed out that two-thirds of our people will obtain all their schooling under the jurisdiction of this course without the supplement of graded or high school work, and we have to choose between doing what the people will retain their children in school to accept, or doing what they will withdraw their pupils to reject; as the actual outlook is that the rank and file of our rural (and other) population will long continue to enforce a humble elementary work of these schools, absorbing what is to their interests, and neglecting what is to ours as teacher makers as something which unfits a person for the practical duties of every day labor.

More and more are we inclined to value all school work for the masses by its practical utility in every day life, and to believe that such work may be adapted to minister to discipline as well as to information of mind; and that in a limited school course there is special need to guard against what President Chadbourn combatted as " Waste in Education."

In re-organizing our course it might be very profitable to consult the work done in the industrial schools of established reputation, and even business colleges may have something to our advantage. Common school conditions are such that handicraft training is not a probable adjunct to our work, but what we do may be so directed toward the business features of industry as to nullify many of the criticisms against the impracticality of our present work.

In thus championing the interests of pupils of a laborious future we do not go to the extent of imposing on those of a scholarly future any work worthless to their future, as is too often the vice versa case, as there is more than the school can manage of practical matter that is of equal advantage to each to know, and which may be done to elevate rather than to depress our ideal schools.

To be better understood a commentary on some branches seems admissible.

KINDERGARTENING is a foreign and rather fantastic name of certain simple exercises to train the hands, eyes and industry of little children, being more adapted to busy little hands than to etherialize their owners, as certain votaries claim. Though much of it is

not adapted to country school conditions, yet more of it is or readily may be adapted to our local circumstances; and such being the case, it is our duty to provide as much as may be of these exercises which tend to dexterity of hand and eye, and thereby secure them to our thronging millions instead of aiding to make them the exclusive heritage of the wealthy or city born who can maintain them as separate institutions. It needs to be more widely understood that wherever little children are gathered together there may bloom a kindergarten, shorn though it may be of some of the metaphysical subtleties of its author or some of his distortionists, but none the worse for us by being slightly uncannonical.

DRAWING is so initiated in kindergartening as to readily expand into industrial drawing, which is related to handicraft as penmanship is to mental craft; and as both are as profitable bread winners as any branches of our course, they need a corresponding elaboration that shall advertise their merits more than now, and pupils need know none the less of each by taking both. In drawing the work should be directed to analyzing and representing the elements of things made by hand and tools, rather than to those made by nature, as our work is to educate citizens rather than artists.

PENMANSHIP has a very limited theory, easily acquired, so that school work should be mainly directed to express an habitually neat running hand through abundance and variety of business work, such as letters, notes, drafts, bills, book-keeping, etc., as it is much to be regretted that so very few, even of our teachers, can properly draft a public or trade document. Especially do the larger boys take to this amateur business training, and few things will do them more good than to keep a simple set of books which deal with the transactions of their daily life.

ORTHOEPY, ORTHOGRAPHY and GRAMMAR are practiced more by habit than by theory, as many of us can shamefully testify; and it is a common event to see pupils mark words right and pronounce them wrong; to spell a word correctly from the speller and to miss it in a letter, and to violate a rule of syntax in its statement; and as so few pupils remain in school steadily and long enough to master much of the science or technicalities of any of these branches, the little they do learn loses much of its value for lack of the un-

learned part. Such being the case, it seems advisable to direct teachers how to make and to use lists of words in pronunciation, spelling, meaning and use. Copying reading extracts and memorized language lessons should give way to re-phrasing, reporting and composing, corrected in accordance with teachers' criticisms, to which there should be no surcease while an error can be empirically corrected. Of course teachers should know enough to give this continued practice without being told to do so, but then they do not give it, and will not, while other work is emphasized by specification, and this is not.

ARITHMETIC, for every day transactions, requires little indeed of classification and definitions of numbers or notation, factors or fractions, aliquots or alligations, nor any of the strange devices of the lightning calculator. Country youth have more to do with measurements of land and its varied products, and purchase and sale and accounts thereof, dimensions of bins, cribs, cisterns and hop-boxes; materials, as lumber, lime, paint and plastering. Forwarding and commission should be illustrated by local business, and interest should be computed by a Wisconsin statute instead of a Connecticut, and taxes levied by our own instead of a text-book scheme.

GEOGRAPHY should develop the political, social, climatic and industrial causes that have led or forced our parents to expatriate themselves, and the social questions which our immigration forces on us. Not only the relative but the actual volume and value of our varied exports and imports, their sources and markets, our sharpest competitors, and the influence of a changing balance of trade on the general prosperity, are of more account to the average adult than the location of many capes and islands, bays and lakes now taught, because this more thoughtful matter is not itemized in the course to antagonize an undesirable itemization in the text-book. History and constitution are topics in which teachers are most apt to magnify mole hills into mountains, and to spend much time to little profit. It is a common thing to see on blackboards long lists of discoveries, claims, battles, dates, killed, wounded and missing, with which pupils wearily wrestle. Just because one half or two-thirds of our history in text-books is devoted to the butcheries of our race, do we need an outline to direct attention to other events in which we should take more pride and which have bearing on current events.

Similarly in constitution it is not the age, residence, salary, term, election nor expulsion of officers that is of much concern to us compared with what they may do for the common weal or woe, and how their sins of omission and commission are visited on the public to the third and fourth generation. The newspaper reports of congressional and legislative action are of more import than the text-book recital of how a bill may be passed, or the ayes and nays called.

How to teach should be valued as the equal of *what* to teach, and detailed advice how to assign, apportion and conduct the work, and to instruct, drill and review the pupils, should separately accompany the *what* on opposite pages or as foot notes, so as to be readily compared. Most teachers commence to teach without special preparation, or any reference works on the theory or art of teaching, and most of them welcome any reputable guide to the special work in hand, which the related notes certainly should be to a greater degree than any independent work on teaching in general.

Detailing both the *what* and the *how* should be carried to a comprehensive degree in each branch, so that no teacher need go astray because the guide posts are so far apart; and to the charge that this will make them dependent, we reply that they may as well depend on the course to go right as on the text-book to go wrong; for dependent creatures most country teachers will be for a generation to come at any rate. If the intention be to continue the course as a syllabus for institutes, it is an additional cause for its comprehensive detailing, so that conductors and attendants may know what is expected of them, and that work may not conflict from year to year by different conductors. Last summer, at Sheboygan, these gentlemen unwittingly gave away their whole case against this detailing for country teachers by their own repeated requests for a detailed syllabus of institute work, unless they admit that country teachers are stronger than they.

It will be objected that this will make too voluminous a work, but as all there really is of the present course is sixteen pages of open print, it seems as though four or five times that would not be excessive, making with directions about a hundred pages, and space might be gained by omitting some of the argumentative

matter which should now be accepted as proven and needless. Even a larger work would have precedents in other countries in which they are less needed than here; and as our state superintendent has for thirty years been sending an annual publication of from one to two hundred pages to school officers to little purpose, it seems asking but little that once in a generation, he send one work of equal volume to teachers. We act as though our course was a thing to be afraid or ashamed of, rather than a benevolent educational departure to our credit.

JURISDICTION of the course should be extended to include all schools below High, as most hamlet and village schools are as diversly conducted under their successive teachers as ever country schools were; and as the one imperceptibly shades off into the other, without any well defined line of separation, there seems reasonable grounds for the extension as an optional feature in towns.

Also, as most high school pupils never complete either high course, such as wish should be permitted to compete for the diploma of this lower course, which would add interest to the instruction in the Theory and Art of Teaching, now prescribed for high schools; and the extension to village schools would dignify the course in the estimation of country teachers and pupils who would have the stimulus of rivalry, and the sympathy of fellowship.

As the present title of the course seems rather restrictive, we propose the the more elastic one for the extension herein outlined of ELEMENTARY COURSE OF STUDY FOR THE COMMON SCHOOLS OF WISCONSIN.

Respectfully submitted,

J. T. LUNN.
T. B. PRAY,
S. A. STEWART,
Committee.

ON THE STUDY OF THE ENGLISH LANGUAGE IN OUR COMMON SCHOOLS.

A. F. NORTH, PEWAUKEE.

The chief ground on which is advocated the introduction of the study of science into our common schools, is that this study brings the mind of the scholar into contact with things, compels accurate

observation, leads to the discovery of law, and thus cultivates by calling into action all the powers of the understanding; and that substituting for this a mere book knowledge is, for the purpose of intellectual culture, held by the masters of science in deserved contempt.

Res non verba is their motto. It is thought by shallow thinkers that this legend is an indirect condemnation of language study. It is the very reverse however; as in a true and important sense, *words are things*. They are there presentatives of thought. Each word has, so to speak, a personality of its own, and has well defined relations to other words. Their substance, form, and relation in the sentence, although the product of the human mind, are as much under law and as such the subject of scientific investigation as any of the physical sciences. Language is a true cosmos. It has its laws of growth, development, orderly arrangement and decay, and its study affords full scope for the exercise of the faculties of observation, discrimination, comparison, taste, and the recognition of law. Beside its inestimable value as the means of intercourse in common life it is the absolutely necessary handmaid of all the sciences, both physical and psychological. Its perfect mastery is the token of a prince among men.

It may be asked, if this study is of such value why has it fallen into such general disrepute? Why is it banished from so many of our schools, and where it obtains, is so generally distasteful to the students and so anxiously avoided by them? I am convinced by experience and observation that these are the results solely of the improper manner in which the study has been conducted. It has been presented to our scholars as a mass of dry bones, not having even the relation of parts that an arranged skeleton possesses, far less the form and beauty and fitness of the living, breathing, soul-inspired body. Or on the other hand it has degenerated into a jejune exercise, consisting of the correction of few palpable errors of form without relation to essential conditions or the laws of thought that regulate and determine the force of related elements. There is nothing in either of these methods of teaching that should commend its study to thoughtful youths. It is indeed a healthful sign that they revolt against it. Language taught in such a manner is as impotent for good and as productive of as injurious results,

intellectually, as the mere memoriter recitation of a theorem in geometry or the repetition in the same way of the classifications in biology without reference to the realities and actualities of these sciences.

The best condition under which to study the physical sciences is to observe the objects under natural conditions. The second best, to see specimens orderly arranged. Then follows pictorial or other representations; the most worthless and delusive, merely reading and memorizing concerning them. A certain amount of actual observation of the things is an essential condition to the profitable employment of the other helps to knowledge. But here lies the difficulty of introducing the physical sciences as disciplinary studies into the great body of our common schools. It is true, a little botany may be attended to during the summer terms, but of astronomy and geology it may be said, who shall ascend up into the heavens to bring down the revolving spheres that we may observe their constitutions and laws of revolution, or who may descend into the depths to bring up the buried life of other ages, that in them and in their matrix we may trace the evolution of the earth from chaos and discover the laws that have governed its development?

But there is no such difficulty in the study of language. The matter of study is nigh unto us; the words that we speak, the stories that we read, afford us the matter, and we can have this always at command, either in the simplest, most rudimentary form that is suitable for the undeveloped mind, or in the more complex and involved conditions that provide a most profitable exercise for a cultured intellect. This study confers a two-fold benefit. It gives to the student the key to unlock the grand treasure house of thought contained in his mother tongue, and the power to express his own thoughts in clear, simple and idiomatic English, while at the same time, he is of necessity acquiring those habits of exact thought, that intellectual power and acumen which constitute the chief end of school work.

As the grammatical study of language consists in discovering and supplying the laws that determine the relation of thought to its verbal expression, there are three things fundamental to be noted by the student. First, that the word used express accurately the

idea intended. Second, that the *form* of the word be in accordance with its varying conditions; and third, that the choice, order and arrangement of the words, phrases and clauses shall be agreeable to the ear, and at the same time indicate clearly and concisely the thought expressed.

In order to accomplish these ends, the first thing is to bring the minds of the scholars *consciously* in contact with a thought verbally expressed—that is a sentence. Let the sentence be of the simplest form and made by themselves. Have them consider the different functions of the two words used, and suggest to them the names given to these words in accordance with their office. Have them make many such sentences. It should be remembered that in asking a child to construct sentences, we are asking him to do only that which he does daily, even to the extent of making very complex ones. The difference is simply this, we require him to make them to *order*, to do his work *consciously*, to add word to word, and to observe the nature of the added words and their effect upon the leading thought. Thus let the adjective and adverb come in. Have many such sentences made containing adjectives of number and quality, and adverbs of time, place, degree and manner. If, as is likely, they give a modifying phrase instead of a single word, accept this spontaneous development. Let its difference in form and similarity of meaning be noted, and require more of them. Let the same course be pursued with modifying clauses. Have them connect the sentences together, and when this work is elaborated, the scholars of themselves have laid with thought the foundation of that important branch of grammar which determines the relation and position of the elements to each other according to their logical dependence, and have taken the first steps in intelligent composition. A simple form of diagram may well be introduced as facilitating the work of both pupil and teacher.

This is no pack-horse work, no repetition of, to them, unmeaning phrases. It is exhilarating, as all school work is that calls into exercise the higher mental faculties and gives the scholars a consciousness of growing intellectual power.

The next step is to bring to the knowledge of the student the various *changes of form* that certain classes of words undergo as the result of their conditions and relations in the sentence. Chil-

dren brought up in an ordinarily intelligent English speaking family use these forms in the main correctly. Children have a keen sense of analogy. A part of the irregularities of the language stumble them, as they do occasionally some of their elders, even among teachers. Here again we are not to refer them to a text-book for information, but to their own use of the language. If the subject of any of their sentences is a noun or pronoun in the singular, have them make the same statement in regard to more than one, and observe the change they have made in the form, both of the noun or pronoun and in the verb. Have them formulate a rule for the plural in nouns, and try to discover a reason why we add in some cases *s*, and in others *es*, and why in the word *boy* we simply add an *s*, while in the word lady we not only change the y into an i, but add es to it to form the plural; also why knife becomes knives, and tooth, teeth.

In the case of pronouns use the same process of developing and formulating from the pupil's own use of this class of words the changes of form necessitated by their diverse functions, and a similar course, with the adjective for comparison, and with the verb as its form is affected by the character of its subject, and also by the time intended to be expressed. They should be encouraged to try their hand at defining the parts of speech; that is, telling what a certain word is, or what it does in a sentence. In every case the fact should be deduced from sentences of their own construction. If errors appear, they are to be corrected by the class or the teacher. The class is now prepared to analyze and parse sentences in their reader, that is, if they have been trained to read intelligently. All the work specified above can readily be done by a class in a Third Reader. Of course in the last mentioned work difficulties will be encountered, arising from irregular forms and the idioms. For instance, the verb *to be* in its strange forms and in its affixes as helping to make the passive voice and the progressive form will afford hard nuts to crack, but if the previous work has been well done, they will go at it with sharpened intellects, and an intelligent attack will prove successful, and the kernel, when reached, will amply repay them for their labor.

The teacher who conducts such a class must be a teacher, and understand her work. She must have a well-defined plan in her

mind for her guidance, an outline of which it would be well to commit to paper to steady the discussion and prevent the combined force of herself and pupils from being scattered and wasted.

This course in language study corresponds to the personal observation demanded in the physical sciences as an antecedent to the study of books; it is, indeed, Huxley's crayfish in the hands of Huxley and his pupils. After this comes the study of text-books.

THE NORMAL WORK IN THE HIGH SCHOOL.

(Read at the meeting of the Wisconsin Teachers' Association at Madison, Dec. 2", 1883.)

BY SUPT. SAMUEL SHAW, MADISON.

By the united request of President Stearns and Supt. Graham I prepare this paper, simply as a starting-point for discussion, and to be read in my absence. I do not claim said absence to be an *absolute necessity*, but well nigh so. I hope and believe the paper will be treated with fairness, if not generosity, while I am not present to defend the views therein presented, should they run counter to the cherished opinions of some in attendance upon the meetings of the association.

The law of 1883 lays upon the High School the duty of putting into its curriculum Theory and Art of Teaching, and emphasizes the outlook upon the mixed school. A superficial observer might think this to portend the enervation and ultimate annihilation of the State Normal School. Such a conclusion is immature and quite untrustworthy. This movement is rather the enlargement of the idea for which the Normal School has stood, and is in part a vindication of the same. If not, why not? The Normal school, among other things, has said there is a body of doctrine requisite for all true teaching outside and entirely independent of what is commonly known as a general education.

The signs of the times here and elsewhere indicate a progressive movement of this thought upon the minds of the people and their law-makers. In support of the same, I cite this new enactment of our last legislature. I call your attention to the renewed interest attaching to the establishment of a chair of Pedagogics in our State University. Progress does not always have a uniform mo-

tion; it often comes in waves, and it would seem that the idea of professional preparation for the teacher is now swept along with resistless force upon the foaming crest of some far-resounding billow. Be it so. It will not leave anyone to be rocked on its breast, to be drenched by its spray.

It must be self-evident to every person who will take the trouble to think, that we have not now, and never can have State Normal Schools enough to train all the teachers needed in this large and fast-growing commonwealth. It will not be necessary to make any figures to support the above statement — that would be superfluous.

Aside from the material fitted and turned out by the Normal Schools, where are the other teachers to come from? Manifestly from the country school, the high school, and the college; possibly a very few from the private school.

A majority, a large majority of our teachers, for a long time yet, must come from the three sources just named; and the High School of Wisconsin is now, and is bound to be, of these three, the most powerful influence, at least so far as numbers are concerned.

I have said enough to justify the recent law; but the subject demands a broader treatment. Has the one about to teach the only claims upon this department of education? Have the coming fathers and mothers no rights in this regard? Must they be obliged to learn of child nature simply by personal experience and observation? Must the exalted possibilities of childhood and its sweet majesty be, to a large extent, hidden from them until discovered by accident, if at all, like a jewel on a moor? The teacher acts simply *in loco parentis;* so says our law. Then, what folly it is to lavish instruction upon the teacher and deny it to the parent! Not so may we hope for model homes, which are the true support for model schools and a model state.

The field has a far wider outlook than even this; but here is not the place, and now is not the time, for taking the same.

We pass to consider what the high school may safely attempt to perform with the letter and spirit of our present legislation:

No set rules can be followed; much will depend upon the scope of each particular school, and the demands laid upon it.

Yet some suggestions may be made which may prove helpful, concerning the kind of work to be done and the time to be spent upon it. I now proceed to outline my opinion upon the subject, feeling a certain degree of uncertainty myself regarding their value, for they have been only partially tested, and further trial might demonstrate their unsoundness or total worthlessness for attaining the end in view. Still, the discussion will surely go far to correct any false views contained in this paper; for not a few are present who have worked at the normal problem for long years; they have obtained some kind of an answer, and should not be backward in expressing their opinions freely at this time, a time so important in the educational history of our state regarding the preparing of our teachers for their work.

But to proceed:

It would seem reasonable to say that every high school could fit teachers to obtain a third grade certificate with standings marked upon it indicative of *thorough* and *exact* scholarship. This seems a small demand upon the school; but, if all who go out of the high school to teach had even this, a great forward movement would certainly follow.

The third grade branches are Orthoepy, Reading, Orthography, Grammar, Writing, Arithmetic, Geography, History, Constitutions, Theory and Art of Teaching.

In a teachers' course of one year, it would be possible to review thoroughly the first named nine branches, going over them with a view to teaching. Technical School Economy and Didactics could receive considerable attention, even with a text-book upon these subjects in the hands of the young people.

The Fall and Winter terms would be best adapted to this work in pedagogy, as some of the class without doubt teach in the spring term and so would be out of the high school at that time.

Every one should be carefully examined in order to enter such normal class, and an age qualification should certainly be insisted on.

The class could make some tours of observation through the Grammar and the Primary Schools in the company of some experienced teacher to guide their minds towards a just appreciation of good work, and how to improve upon poor work. I have great faith in the benefits to be derived from such careful school inspection

by the Normal class; I know its value from experience. The young people get much good, and the reflex influence upon the children and their teacher is no small consideration. Need I add that there must be a wide-eyed charity and careful discrimination in the class as they make these visits? A brutish self-conceit on their part and their teacher's will spoil all values, will parch all buds of promise, will dry up all way-side springs of cheer.

The members of the Normal Class can also do some teaching in the local schools under the direction of superintendent and school boards. Certain of the teachers will take an interest in them, and will invite them to their schools singly or in groups to teach classes while the regular teacher remains in the room.

She will thus advise with them about their excellencies and defects in teaching, and they will criticise each other concerning their practical work. Should the teacher be unable to go to her school because of sickness or from any other reason, there could be sent from the Normal class a supply to take her place, so that the school need not be scattered for the day.

Some of the high schools of Wisconsin can soberly attempt a more ambitious scheme of work than what has thus far been submitted. By adding four terms to the year just named, they can fit teachers to receive a first-grade county certificate. This demands, in addition to the third grade branches, the following: Grammatical Analysis, Algebra, Physical Geography, Physiology, Geometry and Natural Philosophy.

With the time just mentioned, Botany could be studied for one term, and no mean work might be done in the History of Education, and the Science of Education. Thus, at the completion of such a course extending over two and a third years, the young person could enter as a Freshman into the State University, provided he could be allowed to substitute his professional training as an equivalent for the German language. Or, he could attend some good Normal school and get a fuller preparation to teach.

Or, failing in both of these, he could modestly attempt to instruct, depending upon self-help for his future, conscious of his great deficiencies.

True, he might only be able to see men as trees walking, but there is quite an advantage in being able to see *something* and to know that it *walks*.

SELECTED.

DISCIPLINE.

Last June I visited an old friend who has a private school on the banks of the Hudson. I found the boys assembled in a neat school-room, and everything was in excellent order. At the close of the morning exercises the principal read off a list of delinquents and the punishment:

John Jones, late: 20 minutes.

Henry Smith, disorder: 30 minutes.

Peter Thompson, staying out too long: 10 minutes.

Then school was dismissed.

"What are the delinquents to do?" I said, seeing all marched out.

"Come and see," said the principal.

Near by was a shed, with a wide piazza. Here the delinquents came, and each seized a gun and shouldered it (looking at the clock), began to parade up and down in a soldier-like manner, saluting the principal when they passed him.

"My assistant will supervise them — but they need little."

"Do they like it?"

"No, nor do they dislike it; they know that it does them good."

"Does it cause them to refrain from disorder, etc.?"

"Oh, yes! you saw the disorder; I have really nothing to complain of."

"In what does the excellence of this 'standing guard' consist?"

"The boys march up and down in a certain way; they repeat a good exercise until it becomes a habit. Now, a good habit, as of standing straight and carrying one's self properly, reverts on the mind. If it was something useless or degrading, it would have a bad effect. When the weather is fine there are places where they 'stand guard' out of doors."

Speaking of this to another teacher, he says: "I have a similar plan. I believe that it is important to get the body into habits of doing things right. I punish a boy by requiring him to march up and down, standing in the very best attitude possible. He must

make his turns in military style. If he fails after fifty marchings, the penalty is doubled. Then again I have a boy walk up on the stage and make a bow to an imaginary audience, ten, twenty, or thirty times. Then they practice coming in, shutting the door, and sitting down in a graceful way, ten, twenty, or thirty times. Then they draw on the blackboard parallel marks two inches long, at the distance of one inch from each other. (This is susceptible of many variations.) All that is given out is physical or semi-physical and *trains* the individual. I find he grows in obedience. He gets his powers into submission to habit."

This subject is very suggestive, it seems to me; it certainly needs investigation. I have learned not to give out lessons as a punishment; it fails to *train*, and it causes dislike of study.—*N. Y. School Journal.*

The mind is like a chest with many drawers; when one is opened, all the rest should be closed. I am able to dispatch a marvelous amount of work because with all the powers of my mind I attend to one thing at a time. When I have finished the work in one drawer, I close it and open another. When I finish and close all, I can rest; I can sleep at once, even on the battle-field.—*Napoleon.*

EDITORIAL.

NOTHING was more apparent at the executive session of the Wisconsin Teachers' Association than the fact that that body is a very conservative body. This is evident from the papers that were read, and from the discussions had upon these papers and related topics. In the main the papers reflected the prevailing sentiments of the Association, and received cordial commendation. The most radical paper was that upon industrial education, by Miss S. A. Stewart, of Milwaukee, which is published in this issue of the JOURNAL. The action of the Association in referring this paper and the whole matter of a revision of the course of study to a committee of teachers of maturity and experience, is evidence that no amount of criticism, so called, or clamor for the "new education," whatever that may be, is to be allowed to force the Association to favor radical departures from old land marks in educational affairs, until new land marks are not only clearly discerned, but recognized as pointers to an indisputably better system.

"Radical thinking, but conservative action" used to be a favorite maxim of Supt. McAllister, now of Philadelphia, when in this state; and the spirit of the maxim seems to have been thoroughly adopted by the Association. In the matter of a distinctive industrial feature in our school system, of moral education, of the teacher's mission in promoting interest in the work of the schools, of school supervision, of professional work as a feature of high school instruction, of the abolition of institute life for the deaf and dumb,—in all these matters the Association is hospitable to all the radical thinking that anybody desires to precipitate upon the meetings, but will reserve the ultimate determination until time and experience has demonstrated the soundness of the theories or the practicability of the practices proposed.

And this is wise. Only let us not cease the radical thinking, any more than we discontinue conservative action. To decry all reformers, and incite the "lewd fellows of the baser sort," to declaim against them as persons who "turn the world upside down," is as foolish as to adopt every "method," and shout until hoarse repeating every popular "catch word" adopted by inconsiderate but sincere remonstrants against routine and perfunctory school work.

In this view, from this stand point, and in this spirit, we bespeak for the papers published in this issue of the JOURNAL a careful and a discriminating consideration. It is not enough that we hear these papers read. They require study and thought in order to yield up whatever of good they may possess either in theory or practice, by way of inspiration, instruction or suggestion.

THE programme for the spring institutes is arranged, and published. It is expected that the regular conductors will be able to do all the work called for this spring, except in the counties of Jefferson and Monroe, and possibly one week in Fond du Lac county, where local conductors are available and satisfactory.

Effort should be made to secure large attendance by teachers, and to reach the communities where they are held with some influences for good. A recent article in the *Minnesota School Education*, speaking of an institute held in that state, and the means used to make it useful, so clearly states what is needed in Wisconsin that it is transcribed here, and commended especially to the attention of county superintendents and teachers:

Principal J. H. Lewis, of the Hastings schools, and Judge M. H. Sullivan, judge of probate and county superintendent of schools, determined to have an institute. In this they were seconded by some of the best teachers of the county. Personal letters were written to all the teachers of the county, pressing them to attend. The coming institute was talked up among the children of the schools of Hastings until the citizens became thoroughly interested. And the county papers were kept supplied with matter relating to one phase or another of the work for weeks previous to the meeting. As a result of this energetic and thorough action nearly all the teachers in the county came out, and this too with the thermometer occasionally dropping down toward the thirties. Attendance was only one element of the success. The teachers came full of interest and enthusiasm, and so remained during the sessions. The citizens of Hastings took great interest and attended the day sessions in good numbers and packed the large

court-room to listen to the lectures and exercises at night. So much was this feature marked that the institute was a kind of popular educational demonstration for Hastings and Dakota county.

The Journal hopes our county superintendents all over the state will take counsel from the Hastings meeting. It shows pointedly —

1. The value of letters and personal work in securing an attendance. If the superintendent takes the institute as a matter of course, his teachers will do the same, and attend if attendance is easier than to stay away.

2. The value of using the county papers thoroughly. A mere notice is of little value. Now a days people must have a matter pressed on their attention repeatedly, if they heed it. Something of the scope and value of the work, the necessity for the inspiration of a good teachers' meeting, the value of acquaintance, and many other equally pertinent relations of an institute may be urged.

3. The value of reaching the citizens of the locality. Usually teachers' meetings come and go without causing a ripple ; but such should not be the case. The schools are the people's schools. and wherever and whenever all classes of society can be interested in schools and teachers and their meetings it should be done.

Some states have adopted the policy of hiring their teachers to attend by per cents and by continuing their wages, if their schools are in session. Other states have made attendance at institutes semi-compulsory. But in Minnesota we rely on the energy and efficiency of the county superintendency, and the interest and enthusiasm of our teachers to take the place of such doubtful pay and of compulsion. The success of our institutes depends very largely on our superintendents.

THE JOURNAL suggests that in every case the co-operation of the graded and high-school teachers of their counties should be secured. Too often such teachers regard the institute as all well enough for their brethren of the country schools, but of little use to them. This is not true in Minnesota. The institute work is under the lead of professional institute conductors, and is made helpful to all classes. The true policy seems to be to draw our graded and high-school principals and teachers into the work, bringing their experience and knowledge under contribution by giving them work to do where this can be done.

And in a subsequent issue the same periodical has this to say to the teachers of Minnesota, which is just as applicable to the teachers of Wisconsin. This is just what has been said to them many times, by many persons, in many ways. All intelligent and observing educators unite in their testimony as to the value and necessity of teachers' institutes:

The Minnesota institute season will shortly be here. Let us make the most of it. Last year showed an increase of nearly twenty per cent. in the number of institutes held and in the aggregate attendance of teachers. This year should improve upon last. The indications are that all the counties of the state that have a sufficient number of teachers, will have institutes. This is one important element of efficiency.

A very important element is that of attendance. Too often the teachers that have least need of the help attend, and those who have most need stay away. As a rule the best teachers attend. All classes of teachers ought to attend. The poorest have most need, but none can afford to neglect the opportunities of a good institute.

The chief reasons why all teachers ought to attend, are:

1. Because it helps them teach better schools.

2. Because attendance makes the teachers of a county acquainted with one another, and thus promotes *esprit de corps*.

3. Because a good institute is a disseminator of enthusiasm.

4. Because it suggests many things that improve the teachers' scholarship.

5. Because it pays. The records of institute work done show that the teachers that attend improve their salaries and positions from year to year. They are known as progressive and wide-awake members of the profession, and their services are in demand.

Teachers: This means every one individually! Make your arrangements to at-

tend the state institute held in your county. Come full of life and enthusiasm. The spirit should be one of work. Live teachers make live, enthusiastic instructors!

Especially should all those holding the lower grade certificates attend. Schools and school-boards are moving rapidly forward, and such teachers will be left behind if they do not avail themselves of all means of advancement.

THE STATE SUPERINTENDENT has recently prepared and published for general distribution an "Outline Scheme for Examination of Pupils who have Completed the Course of Study for Ungraded Schools." The occasion and the purpose of the scheme are stated in the preface addressed to examiners:

In response to inquiries for an outline scheme for examination of pupils who have completed the course of study for country schools, the following circular has been prepared.

It must be evident to all who give the matter thoughtful attention, that such a scheme can only be suggestive. The fitness of a pupil to pass from one form to another, or to pass from the course of study altogether, is a matter to be determined very largely by the knowledge of the teacher concerning the pupil's aptitude, his mental discipline, his power and habit of assimilating information, and making growth therefrom. No merely technical or formal examination can determine these things. It is to be remembered that the *discipline acquired* by the mastery of the detail of school work, is the great aim and end to be kept in view, and the vital question by which to test the propriety of discontinuing that work at any stage is, "*What can you do?*" But this outline may serve two purposes: First it may call attention to the work to be done, the mastery to be sought for along the line of the course of study. This may be helpful to pupils and teachers. Secondly, it may serve to restrict the application of tests to the work marked out by the course of study, and the results which may legitimately be expected from attention to and completion of that course of study.

If the circular shall promote these two objects, the purpose of the issue will be realized.

Copies of this scheme can be obtained by teachers and superintendents upon application to the State Superintendent; and it ought to be helpful to teachers who are making an effort to work the "course of study" in ungraded schools. Perhaps some will find in the scheme the desired suggestions, in part at least, as to *how* the subjects of the course are to be taught, or *may* be taught, as well as to *what* is to be taught. It is quite certain that a careful study and use of the scheme will result in a discrimination between the essential and non-essential themes of the text books, the absence of which Supt. Lunn so greatly deprecates in his paper read at the recent meeting of the Teachers' Association which is published in this issue of the JOURNAL.

THE report on moral education, made by the advisory committee at the executive session of the Wisconsin Teachers' Association in December last, and published in the February number of the *Journal*, has attracted wide and favorable comment. Several of the state papers have published it in whole or in part, and the same is the fact with regard to educational periodicals in other states.

As a specimen of the letters received upon this matter, and as indicative of a

prevailing conviction that the time is opportune for a movement in the direction outlined, we subjoin a letter received from a correspondent in Iowa, but which was not designed for publication:

IOWA CITY, February 6, 1884.

DEAR SIR:—The article on "Moral Education" in the last Journal by the comm ttee, of which you are a member, has come to hand and been read with unusual relish.

That is certainly a move in the right direction. The fearful increase in crime within a semi-decade calls for some preventive measures that shall prove to be more protent than direct civil enactment.

In this state we have organized an association for the purpose of preventing crime. Just at this time we are trying to devise means, or methods, by which the 25,000 Public School Teachers of Iowa can be enabled to do more effective work in this direction.

The valuable suggestions made by your committee will be carefully studied by us, and utilized so far as possible in our peculiar work, with thanks to you.

There are many problems that, as yet, seem far from solution in the matter of the moral relations of the public school education to the pupil, to the home, to the state. Hon. Horace Mann taught that criminal tendencies were implanted in the child nature at a very early age, probably prior to his (or her) sixth year. This doctrine is supported by Dr. Wines, et al.

If true, should the state educate or allow to be educated such a child as is possessed of so strong criminal tendency as to make it probable that he could not be reformed by the humanizing influence of the educational forces that could be brought to act on his individual case?

The ignorant criminal is incompetent to commit the higher classes of crimes or to avoid the penalty of the lower. But educate him and you give him the power to (too often) cope successfully with the state in her efforts either to prevent or punish his act.

But these are the few. No doubt many come up to the school age with no irrepressible criminal tendency. For them your discussion is 'apropos.' How are we to get authority in Iowa to induce the use of the proposed systematic method of teaching morals? The state is full of routine text-book teachers, who, I fear, will be slow to depart from the methods of their own school-days, which method is decreed by many to be little short of a failure.

Wisconsin statistics are not at hand, but in Iowa, while the population has increased five per cent. crime has increased thirty-seven per cent., and I do not feel ready to confess that this state is worse than its neighbors. At any rate, all are bad enough, alarming enough.

I did not set out to write you a long, prosy letter, only a note of thanks for that report. But my interest in the subject has betrayed me into too great length of words.

Very respectfully yours, E. H. E.

MANY of our readers are aware of the fact that Mr. C. H. Evans, who graduated at the River Falls Normal school in the full course in June last, and became principal of the Pepin high school at the beginning of the present academic year, was drowned in Lake Pepin while skating with his friend, the Methodist minister of Pepin, in December. Mr. Evans was a young man of fine manly qualities, strong in all the elements of a promisingly useful and honorable manhood — physical, mental, and moral. The high esteem in which he was held by his acquaintances is evidenced by the printed memorial services of the society of the school, of which he was so active and useful a member.

The Pepin county teachers' association, at the recent annual meeting, adopted the following, which have been forwarded to the JOURNAL for publication.

WHEREAS, Death has removed from our midst a co-laborer, Prof. C. H. Evans, principal of the high school at Pepin, and a recent graduate of the state normal school at River Falls,

Resolved, That we, as an association of teachers, while regretting that because of his short term of service among us our personal acquaintance was so limited, and recognizing the loss which the cause of education has sustained, desire in this manner to give expression to our appreciation of his rare ability as a teacher, and regard for his social and moral qualities.

Seldom do we number among our ranks one possessing such aptness to teach, supplemented by so thorough a course of professional training.

In his death we lose an efficient helper, and the normal school a valuable representative.

A PRIVATE note from Sup't A. Salisbury, formerly of Whitewater, now of Atlanta, brings the gratifying information that, with his estimable wife (*nee* Miss Agnes Hasford), he will be in attendance at the meeting of the National Educational Association in Madison, in July next. Many friends will be pleased to renew acquaintance with these formerly prominent teachers and workers in Wisconsin at that time. Supt. A. says, if satisfactory arrangements can be made for a special department for him, he proposes to bring up an "exhibit" from Africa. Well, if Supt. Smart doesn't give him an opportunity and room for his wards to exhibit by themselves and compete among themselves, and thereby astonish America and capture all their own banners, we will organize a rival "show" if we have to go into the third story of the capitol rotunda to hold it, and put in an electric light wherewith to illuminate it.

This reminds us to say that some months since the JOURNAL was favored with a course of study for all the schools under the care of the A. M. A., of which Supt. Salisbury has charge, prepared by him. The scheme is an elaborate one, carefully devised in all its details. Time and experience, no doubt, will develope occasion for modification, but it is an ideal to be put before the pupils in those schools, designed to inspire them with ambition to reach one or more of the goals set before them, and ca'culated to give definiteness to effort to master a common school, a normal school, or a collegiate course. There are unmistakable evidences in the pamphlet of the results of Supt. Salisbury's experience, observation and training in school and institutes in Wisconsin.

PROF. I. N. STEWART, of Port Washington, as Secretary of Association of Principals of High Schools, has issued a circular in the interest of securing representative life memberships in the National Educational Association for that body. We hope the appeal will meet with prompt and general response. The movement is in accord with suggestions made at the meeting in Madison in December last, whereat *one* life membership was pledged for that association. But that body cannot afford to take but *one* membership — that would be an imputa-

tion upon the general intelligence and the esprit de corps of the principals. If any one class of teachers are expected to lead in interest and activity in educational enterprises, it is the one made up of principals of high schools. We hope therefore, that friend Stewart will receive just as many dollars and votes as there are high schools in the state. Then will the association be represented by *five* life memberships.

MANITOWOC county can probably claim the banner for systematic, intelligent and pervasive effort in promoting interest in educational work, and stimulating effort to improve school methods, during the present winter. A series of union schools have been held in various parts of the county, so arranged as to reach every teacher in the county. At these, methods have been presented, exemplified, and discussed, and the county superintendent has made these the occasions for day and evening talks upon the desirablilty, practicability and need of the course of study for ungraded schools, and for explaining its features. District Associations have kept up their meetings. And this in a county where every town but one in the county has a denominational school within its boundaries.

THE teachers of Washington county met at West Bend, Feb. 9th, to the number of twenty five, and organized a county teachers' association, adopting articles of association, and electing officers as follows: E. E. Beckwith, President; E. O. Sylvester, Vice President; D. D. Cameron, Secretary; Miss Cora Sylvester, Treasurer. A programme for the day was extemporized and carried out, and the discussions appear to have been spirited, and the topics presented timely. Prof. I. N. Stewart, of Port Washington, was present and lectured in the evening upon "Slavery in the History of the United States." The Association adjourned to meet at Hartford, Feb. 23. Ex-supt. Barney was engaged for a lecture at that time.

THE advertisement of "*The People's Cyclopedia*" will be found on another page in this issue. The publishers are anxious to secure a large number of persons to canvass for the work in the state, and claim for it many excellencies, and some features that are superior to those found in other cyclopedias. Some of these are well founded. It is a *cheap* work (by this we mean of moderate price) — it is thus within the reach of ordinary families and common schools; it gives the pronunciation of titular words, which is a very great advantage to the ordinary person, and especially to young persons. It is especially strong in geographical and descriptive matter, and upon topics related to the phenomena of common life, and of the arts, sciences and industries; its treatment of biography, and, indeed, of all topics, is strictly clyclopedic in character — that is, it gives all the essential facts, without expanding into essays. The three volume edition is one which will especially commend itself at sight to a very large number of families and schools who have not the means, the time, or the erudite tastes or acquisitions to indulge in a more elaborate work.

JUDGING from the rapid multiplication of books upon that subject, it would seem as though the matter of "rhetoricals," or declamation in public schools, is having a revival of interest, as it certainly ought to have. Perhaps, however, the books are the precursors, instead of the fruit of a revival of that sort. In either case, good helps for work of this character are to be commended, and a knowledge of them circulated.

Two works of this kind have recently found their way to the book table of the JOURNAL: *Fenno's Favorites*, One Hundred Choice Pieces for Reading and Speaking. Published by John E. Potter & Co., 745 Broadway, New York. Price $0.25 in paper.

Reception Day, No. 3, A Collection of fresh and original Dialogues, Recitations, Declamations and short pieces for practical use in Public and Private Schools. Price 30 cents each; $1.00 per year. Issued quarterly. E. S. Kellogg & Co., 21 Park Place, New York.

SUPT. W. E. BARKER, of Arkansaw, county superintendent of Pepin county, has resigned that office and accepted the principalship of the High School at Pepin, made vacant by the death of Mr. C. H. Evans, in December last. The vacancy in the superintendency has been filled by the appointment of Mr. Job B. Eldridge, of Stockholm, for the unexpired term.

THREE books have just come to hand from the great house of J. B. Lippincott & Co., Philadelphia, viz.: *The Sixth Reader* of the Popular Series; *Natural Philosophy;* and *The Primer of Politeness.* The Reader is the completing volume of the series, of which the preceding numbers have been before the public for some time. Two features are made prominent, elocution, and English literature. Elegant in mechanical execution, judicious in selections, excellent and helpful in its plan, this is a fitting book to complete the admirable series of readers, of which it is a part.

The Philosophy is the product of the united authorship of Prof. I. Sharpless, and Principal G. M. Philips, the latter of the State Normal School at West Chester, Pa. Its great merits are the large number of practical experiments and exercises which it contains, the avoidance of technical terms, as much as possible, and the great attention given to the explanation and illustration of the facts, operations and phenomena met with in every day life. The Primer is by the author of Good Morals and Gentle Manners, Alex. M. Grow, A. M., and is in the same general line with that work, abridged and simplified.

THE advertising circular for the meeting of the National Educational Association in July next, at Madison, issued in illustration of the routes via the Chicago, Milwaukee & St. Paul railway and its connections, is just at hand. It is in the form of a folder, after the manner of railway time tables, with an excellent rail-

road map of the United States upon one side, and information concerning the association, Madison, and routes to and beyond, on the reverse. Other circulars doubtless will soon follow, to give information concerning routes by other railways, and the study of geography, means of communication, and finance, will begin in earnest all over the country. Letters begin to arrive, asking for assignment to places, and the whole matter of the great gathering is taking a business form and activity that betokens method now, and success hereafter.

GOVERNOR RUSK has reappointed Wm. F. Vilas, of Madison; George Koeppen, of Milwaukee; Hiram Sinith, of Sheboygan Falls, and John C. Spooner, of Hudson, Regents of the University of Wisconsin; and J. H. Evans, of Platteville; G. E. Gordon, of Milwaukee, and C. A. Hutchins, of Fond du Lac, Regents of Normal Schools. The terms of office of these gentlemen expired February 1, 1883, and the appointments expire three years from that date.

THE common council of the city of Milwaukee has appropriated $40,000 for the purpose of erecting a state normal school building in that city, and have authorized the board of public works to advertise for proposals to construct the same. The executive committee of the board of regents recently met in Milwaukee, and in consultation with Architect E. T. Mix, made a final revision of the plans of the building. The city had previously purchased the site selected by the board of regents, at a costs of $12,000. In the final action, all organized opposition to carrying out the conditions prescribed by the legislature seems to have disappeared.

THE new Manual Training School for boys in Chicago has just been opened. Sixty pupils were in their places. The study of Latin is optional; but it has been chosen by thirty-one of the pupils.

A SUFFICIENT number of certificates of life membership in the National Educational Association have been forwarded to the state superintendent, executed by the proper officers, so that these can now be issued as soon as remittances are made. From appearances it is quite safe to predict that Wisconsin will redeem all expectations of hospitality and good will in this direction, and it looks now as though the little city of Platteville will take the banner for leadership in that matter. The public schools of that place have not been heard from yet, but Prof. Beck, in the *Grant Co. Witness*, says: "The grammar department of the normal school last week raised the money for the purchase of a life membership in the National Educational Association, which meets in Madison next July. This is the fourth life membership held in this school, the normal department having one, and each of the literary societies one. Has any school in the state done better?"

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HOW CAN THE SCHOOLS SECURE BETTER SUPERVISION?

(Read at the meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883.)

BY W. H. CHANDLER, ASST. STATE SUPT.

The president of the Wisconsin Teachers' Association, at the annual meeting held in the city of Sheboygan in July last, in his annual address, said: "There are three subjects on which popular opinion should be thoroughly awakened, and properly influenced: 1st. That education is a matter of vastly greater importance than most people consider it to be. 2d. That most of the schools need better qualified teachers than they now have. 3d. That we need a more efficient system of school supervision — a system by which the teaching in the schools can be directed."

The last topic mentioned is the basis of this report, made by the writer hereof in behalf of the committee to which the same was referred for consideration, and report at this time.

The president of this association for the year 1876–77, at the annual meeting held in the city of Green Bay, in July, 1877, in his annual address, said, in discussing "supervision of schools": "Cannot the people be educated to see that better results may be attained from the thoughts and deeds of one who, with remunerative salary, may devote his whole time to supervision? Is there not enough of

good in the supervisory system to warrant this body in pushing forward until even in small cities it is more perfect? The county system has its defects and defective friends. Too much is attempted — too much in consequence is left undone."

That portion of the president's address was at that time referred to a committee, and at the executive session of this association held in December, 1877, the writer of this report made an elaborate report upon the general subject of school supervision.

Previous to that time and since in connection with the subject of county or city superintendency, the general question of school supervision has been discussed by this association, and by different sections of it.

The question, therefore is not a new one. We cannot expect to excite interest in it now because it is *new*, and we ought not to allow interest in the matter to flag because the subject is *old*.

In education, as in many another department of human enterprise in our modern civilization, old questions are constantly presenting themselves in new forms, under new and different conditions, and press for definite answers either by the application of old principles, or by adjustment to new rules of practice, and conformity to improved methods of procedure.

A review of the literature upon this subject, emanating from this association and published in its official organ, shows that we have made progress towards right conceptions of the nature of, and the ends to be secured by, school supervision. I trust we have made this review, to some extent, at least, by way of preparation for discussion of this report. If not the literature mentioned, then I trust some have studied the better thoughts of better men, and will be able to direct us to the sources of instruction and inspiration which may have been discovered in their reading, or give us directly the light and help they have found in this way, or in experience, or in the conclusions of their own deliberation. It is not in the expectation of adding anything new or valuable to our existing fund of literature upon this topic that I consent to write this report, but in the hope of being able to present old truths in such new form as to excite interest and provoke discussion.

The form in which this topic is presented in the president's address, is an illustration at once of two statements hereinbefore

made, viz: that we have made progress in our conception of the nature and purpose of supervision, and that old questions recur in new forms to be solved by the application of old principles or otherwise. The statement is, that public interest in and attention to the fact that we need for the present exigency a system of supervision by which the *teaching in the schools can be directed* should be thoroughly aroused.

The implications in this statement, greatly exceed the direct assertions. I shall content myself with an enumeration of some of these and leave the field for discussion to enforce or challenge them.

I. It is implied, that the examination and licensing of teachers is not the most important part of a wise system of supervision, as we may sometime have supposed. No one questions for a moment the need of well qualified teachers. From every part of the state comes the wail that such teachers cannot be found in sufficient numbers to teach the schools. One county superintendent recently, in an official report, announced that by reason of the deficiency of properly qualified teachers, a sufficient number of unqualified teachers were licensed to take charge of about one-third of the schools in the county! Neither is there the least doubt or question of the wisdom or propriety of a uniform and exacting system of examinations, to determine the scholastic attainments and moral fitness of aspirants to the high calling and position of teacher. But the implication is, that examinations are but incidents in a wise system of supervision. Experience has crystalized into a common saying that high scholarship is not an infallible test of teaching ability. A system of supervision that is satisfied when all teachers employed reach high averages at examination, is failing to meet the needs of the times. Young people from our best common schools, from our high schools, normal schools, commercial schools and academies, may compass this, are compassing this in very fact, in great numbers, and passing to the charge of the schools. But who will contend that if left at this point, without guidance, without direction, specific and authoritative even, these boys and girls will as a rule do much more than "keep school." Contact and habitual intercourse of pupils with men or women of mature judgment and dignified conduct, with the mastery of subjects, and the self-possession of manner that comes only with years and experience, will be

helpful, even though the instruction is fragmentary, unscientific, and disconnected. When to the latter defects, there is added the lack of all the former excellencies, with no compensating effective supervision, we may well be concerned for the welfare of the schools and all that depends upon them.

II. It is implied that *school visitation* is not necessarily supervision. Visitation is essential to intelligent supervision. Through visitation information is obtained, without which all attempt at intelligent and efficient supervision, except as a matter of pure theory, is impossible. But visits to the school room that are instigated by the command of the statute, by the desire to impress electors with the activity and faithfulness of the superintendent, or merely to satisfy the demands of patrons or teachers, and end with the political, social or any other personal results to the incumbent of the office, fall far short of the best or possible results of efficient supervision, and very far short of what the exigencies of the present time require and demand along the line of school supervision.

III. It is implied that the formulation of results and averages in tabulated statements, in the way of annual reports, is not supervision. Accurate and comprehensive statistics relating to cost, character, prevalence and appurtenances provided for public education, are desirable and essential. The collection and compilation of these is one of the means by which the attention of localities is secured to excellencies and defects, needs and supplies, in connection with the schools, and the educatory results upon school officers and patrons is to be highly prized. These statistics must needs pass through the hands of superintendents for correction and condensation. And this is well for their own information. The revelations thus made over the signature of local officers furnish the very best basis for efforts to improve school houses, and their surroundings and appurtenances, in the direction of comfort, health and common decency. No superintendent fully meets the demands of his high office, and the imperative behests of increased and increasing knowledge in sanitary science, and the unconscious tuition in moral or immoral education by the *et ceteras* of school life, who does not make much of this department and field of effort. But this is also incidental, not primal.

Not negations alone, however, are implied in this presentation.

The plea is for a system of supervision in which *teaching* shall hold the first place, and shall be *directed;* not left to drift, not suffered to take the course which the ease, taste or inexperience of the teacher may suggest, but brought into lines based upon true principles, and held to a course which has clearly defined ends toward which it points, and reasonably clear conceptions of the means by which the aims will be reached.

This leads to the inquiry, "Can the work of supervision be formulated in statements that will form a part of the body of educational doctrine?"

When we call to mind the writers and the writings upon this topic, and recall the clearness and precision with which the work of school supervision has been outlined, the intelligence and skill with which the outlines have been wrought into systematic and effective practice, we unhesitatingly answer, *Yes.* When we look upon the other side, recalling the work and the workers — the latter so largely made up of very young persons, whose minds have not yet grasped the idea of philosophical processes of any kind, whose learning is meagre, whose reading and whose ability to read is measured by the commonest books of commonest authors upon commonest topics, whose judgment is a weak copying of what it is presumed an ideal would do in similar circumstances, and whose prevision differs from that of most men by being *always* instead of *usually* an afterthought — we almost as unhesitatingly answer *No.* From this point of view, supervision is a *spirit*, and is to be spiritually discerned. Through great patience, great persistence, great variety of effort, great wisdom and skill, through methods which have never been detailed, and means which must be extemporized for the occasion, must supervision under these conditions be prosecuted.

And these are the very conditions under which supervision must be exercised for a long time to come. Our schools are rapidly passing into the control of youth. The only preparation of many of these has been acquired in the district school. Scattered population renders association work in many parts of the state almost impracticable. Large supervisor districts afford opportunity only for occasional personal contact between teacher and supervisor. The conservatism and indifference of the masses is a formidable

barrier against innovations that contravene the methods and practices of a past generation. The push and haste of these times are hurrying our youth out of school life nearly as soon as they reach their teens, and at the same time are manifoldly more exacting in the demand for success than in the slow-going ways of the times of our fathers.

Are not these things so? and do not these facts present the strongest possible argument for such a system of supervision as shall make the most of the schools in which, and during an almost incredibly short time, the children of the commonwealth must be fitted for success or failure, for usefulness or uselessness, for safe and stalwart oarsmen on the ship of state, or the ranks of an ignorant, dangerous and mutinous crew? The very law of self-preservation demands that the public be aroused to their own needs. How can this be done? Shall we resort to legislation? As a rule law should follow, not precede, the convictions and conclusions of the public mind. Especially is this true in education, and more especially in the matter of supervision. Law may provide the wheels, but the statutes can never put the spirit and power of life into the wheels. More properly may it be said that when agitation and discussion have formed and put into motion the wheels of progress, of reform, the law shall provide the right of way, shall sweep away the impediments and obstructions which time and custom have constructed, and thus help forward and accelerate movements already extant. The subtle spirit and delicate duties pertaining to efficient supervision can never be formulated in the phrases of legal enactments. These must be the outgrowths of individual minds clearly perceiving the needs, and devoutly consecrated to the work of helping forward the efforts of individual teachers. Such supervisors are not wholly unknown now, and they will come to the front in greater numbers as the enlightened and interested and concentrated attention of the public is directed to the value of services they are able to render, and shall demand that none other occupy this position.

In the meantime, organizations and individuals occupying the watch-towers of observation can do no greater work for the state than to direct public attention to the features characteristic of effective supervision. And what are some of these?

First. In view of the youth and inexperience of a large proportion of the teachers, the imperative work of a supervisor is to *organize the work of teaching.* A plan implies an end to be reached, results to be secured. More and more is it becoming apparent that the unsatisfactory results of our common school work are the legitimate fruits of aimless, purposeless effort. Labor is not lacking; time, strength, anxiety are not withheld; but through lack of systematic, well-adjusted and wisely directed effort there is much beating of the air, much marshaling and expenditure of energy whose chief result is the exhaustion of such as make the expenditure. Here is the field for helpful supervision that shall *direct* the activities into organic and unified channels. I leave the details of this suggestion to be developed by the wisdom and experience of those who follow in this discussion.

Secondly. An effective supervision demands careful attention to the *discipline* of the schools. Not merely that phase of discipline which has to do with punishment of offenses, but discipline in the broadest sense, which prevents offenses, which trains mental faculties, and imbues right mental habits; which exorcises all unworthy views of school life and duties, and begets loyalty to and pride in the organic life of the school; which lifts up childhood from the low plane of selfish or malevolent propensities to the purer heights where the better emotions are exercised, and conduct is regulated by worthy principles. For the lack of supervision over this matter of discipline, we have a multitude of teachers fretting their own lives away, and making the lives of a multitude of others miserable over pettinesses that ought never to occur, and antagonisms that thwart the wisest teaching. Such supervision as will help teachers to a comprehension of school discipline in its highest and best significance need not and will not ignore the fact that in school life offenses must needs come, but will inscribe upon the private tablet the rule: "Woe to him through whom offense cometh! It were better that a mill-stone were hanged about his neck and he drowned in the depths of the sea."

Thirdly. Effective supervision will carefully watch over the *instruc ion* of the school-room. What think you — do our children ever ask for bread and are fed with stones; beg for fish and are put off with scorpions? Is this true that the critics are saying that in

the schools, as in no other of our training methods, we demand assimilation and growth by consumption of indigestible and innutritious mental food? that the two prominent results of schools are intellectual dyspeptics and unfitness for practical life? Does Col. Parker tell us the truth when he says: "Gather all your text-books on grammar, on arithmetic and spelling, make a vast pile of them all and set fire to the pile; in this way will they give more light to the world than they ever have given or otherwise can give"? Is it not wiser to urge such definite and wise supervision of instruction that better use shall be made of text books? We do need better teaching. It will be a long time before our school houses are one-half filled with teachers of such ability, such originality, such genius and versatility, that the experience and wisdom of generations of eminent masters embodied in text-books upon any subject can be discarded; and especially so filled and forced by love of the work and of benevolence toward humanity that twenty dollars per month will not dim the lustre of that love or abate the force of that benevolence.

In the meantime, patient, persistent, wise and discriminating supervision of the instruction of the schools is the crying need of the times, and demanded by the character of the teachers we em-employ.

Lack of time prevents me from discussing the need of co-operation and of esprit de corps, in the fraternity of superintendents, as an essential and improved supervision.

These points were discussed in the report to which I have alluded.

It only remains in closing this report to submit, as a conclusion, the statement which was quoted at the beginning, enlarged to read: "Popular opinion should be thoroughly awakened to the need of a more efficient system of school supervision — a system by which the teaching in the schools can be directed; that such a system can be secured only by insisting that the organization, discipline and instruction of the schools shall receive careful attention, judicious direction and constant oversight; and that only such persons should be intrusted with these important duties whose character, experience and administrative competency give assurance of ability to properly discharge them.

BY O. E. WELLS, SUPT. WAUPACA COUNTY.

Notwithstanding the complaints of individuals who, forever living in the past, sigh for the recurrence of an hour's brief authority, I am of the opinion that the present order of things is a vast improvement upon the old method of town supervision, and that the exigencies of the case demand, not a new system of superintendence, nor a return to former practice, but the perfecting of the plan already in operation. Experience has demonstrated that those counties which have had the most capable supervisors have also had the most effective supervision. If then we can indicate how to secure properly qualified superintendents, better supervision will be assured, and the purpose of this discussion will be, at least, partially fulfilled. Whatever else may be necessary to its completion must come from such modification of their legal status as shall strengthen their authority while making them accountable for the faithful performance of their obligations.

That the superintendent should possess a fair understanding of all the subjects in which he is required to conduct examinations none will deny. That he should have enjoyed a literary training far in excess of this limit many believe essential to his highest usefulness. That he should be an inspiration to his teachers, moulding their thought, directing their efforts, firing their enthusiasm, and impelling them to explore the realms of knowledge that lie beyond the confines of the school-room may be none the less a part of his duty because not enumerated among the statutory obligations of his position. The *implied* qualifications for the office greatly exceed the *expressed*, and can properly be met only by persons possessed of culture and attainments superior to those of the teachers whom they control. Without reviewing arguments many times presented to this association, I wish to express my conviction that the time has come when an educational and a professional test should be established as a prerequisite qualification for holding this office. The minimum requirement should not be less than that prescribed for a limited state certificate, which should be increased to the equivalent of a life certificate as soon as circumstances will justify it. In all cases the attainments of the candidates should be determined, not by the favoritism, reciprocation or complimen-

tary act of any superintendent or school, but by the board of examiners appointed to conduct examinations for state certificates. Three years' successful teaching is not too great a requirement to enable one to understand the responsibilities and perplexities of the teacher's position, and to devise such plans as will promote the welfare of the schools.

It will be objected that some counties would be left without competent persons to fill the positions. If this be true, it only reveals one of the evils of our present methods of selecting men for responsible places. Considerations of fitness are too often sacrificed to local interests or prejudices. Instead of regarding the offices as established to promote the public welfare, they are looked upon as the reward for partisan services. The *state* has qualified citizens enough to fill these positions, and the plan of "open constituencies" could not be more advantageously tried than in regard to candidates for the superintendency. If it should demonstrate its usefulness here as it has in England, a way would be opened for the extension of the system to other offices. If the president of this association, or of our State University, should wish to rest from the labors of the class-room and engage in the more active, out-of-door exercise of school supervision, while obtaining a more intimate acquaintance with the condition of the common schools, he ought not to be prevented by the clamor of bar-room politicians, or the "claims" of some pin-headed pedagogue. Against this it will be urged that college graduates would have the advantage and, in the phraseology of "practical" politicians, would fill the offices with educated fools. With many this is a powerful argument, and rests upon the assumption that an ignorant fool is a harmless, if not a positively useful creature, while a cultured one is a dangerous person. Keeping in mind, however, that the offices are created for a useful purpose, and it will not be difficult to see how great would be the gain in breaking down the pernicious practice of selecting from the ranks of the dominant party in the county, and regarding only the candidate's fitness for the place. To further eliminate the complications of party politics, the choice should be made in the spring, undisturbed by the excitement of state and national elections.

How to secure greater permanence in office is a question that

concerns the better supervision of the schools. Prof. Harris has well said that, "the superintendent of schools finds it his most important duty to create and foster an enlightened public opinion in regard to the province and functions of the system of education under his charge. Having, as a specialist, to form an ideal of excellence in his department, he must realize this ideal in the administration of the details of his system, and he must educate popular opinion in his community to appreciate and support that ideal." But public sentiment is a plant of slow development, though not hostile to culture. Before he can begin this labor he must know the nature of the soil in which it is to be set, the atmosphere that surrounds it, and the diet that will minister to its growth. So manifold, so complex, so onerous are his duties that two years have passed ere he has so mastered the situation that he is prepared intelligently and effectively to give direction to popular opinion. By the time he is fitted to be of use to the county the party managers call upon him to step aside to give another one of the "boys" a chance. The people are not indifferent to competent supervision, but political shysters thwart their will in nominating conventions, and "bosses" dictate who shall discharge these trusts without regard to the public welfare. In this office, where the utmost impartiality is required, a man's party "record" must be above suspicion, even though he have no other qualification for the place. With unspeakable terror of religious instruction, we allow partizan bigotry to dominate the selection of persons to control our educational affairs. The adoption of a literary and a professional qualification would limit the number of aspirants and often place the nomination beyond party dictation. Having a reasonable assurance of competent supervisors it is difficult to understand why an office requiring such equanimity of temper, breadth and fairness of judgment, and wealth of attainment, should not be as stable as a judicial one. By making the term six years, and the incumbent removable for cause by competent authority, having learned how to do something useful, time and opportunity would be given him to do it.

So long as the compensation of superintendents remains below that of the principals of village and high schools it is unreasonable to expect that competent persons will be attracted to the office.

Executive talent of a high order is demanded as well as literary culture, but such attainments are better rewarded in business pursuits, so that mediocrity finds its opportunity in positions where rare ability is required. "As is the teacher, so is the school," contains not more truth than "like superintendent, like teacher." The parsimony of county boards ought not to be allowed to offer a premium for incompetency. The statutes should prescribe the minimum limit for the salary of this office, graded according to the number of towns in the district, the number of schools, the teachers required, and the advantages of the position.

However high you make the standard of attainment, or perfect the arrangement for their selection, you are, under the present regulations, only adding perfections to a perpetual motion machine while neglecting to provide it with motor power. It is only the labor of the mountain to bring forth a mouse so long as you allow the superintendent only sufficient authority to "advise" and "consult with," and forbid his enforcing the provisions of the law. The statutes declare that district officers *shall do* many diverse but exceedingly useful things, and the grammars say that "shall" subordinates the will of its subject to that of the speaker; but whoever heard of the school board that cherished a proper respect for the statutory "shall?" A subordinating vigor ought to be infused into this auxiliary, and in whom could the energizing power be more properly vested than the superintendent? It ought to be within his discretion to order a school room cleaned and repaired, out-buildings provided, and necessary apparatus furnished, and refusal to carry out his directions within a reasonable time should cut off the district's apportionment of the public funds. It will not do to say that this is a power which is liable to abuse. The present provisions are flagrantly abused to the great detriment of the schools, and authority should be given some one to see that these important trusts are fulfilled. The compulsory law has fallen a dead letter because of the impotence of the legislative "shall." If the law is a good one the public is entitled to its benefits. If it is not good, it ought to be repealed, and its enforcement would most speedily secure this result.

If these powers are properly vested in the school board a system of reports from them might be devised embodying such questions

as these: Have your school-house and out buildings been properly repaired and cleaned? Have you sufficient black-board surface in good condition? Is all necessary apparatus supplied? Have you complied with all the requirements of the compulsory law? Have you determined what text-books shall be used? Have you made all needful rules for the government of the school? Do you regularly visit the school, examine into the condition thereof, and consult with the teacher in reference to the methods of instruction? Discretion to employ coercive measures to secure these results should be given the superintendent. If school boards were made accountable for the performance of their duties in a systematic, business-like manner fewer ignoramuses would crowd themselves in to gain an advantage in neighborhood quarrels, or to maintain indigent relatives from the public purse.

Power to condemn a structure that has far outlasted its usefulness should not be invested conjointly in the chairman of the town, who too frequently regards the honors and security of his position more than the welfare of the children. An appeal from the action of a town board in regard to the formation of a school district might very properly rest with the county superintendent, who is familiar with all the circumstances, or can easily make himself so. The fact that district officers almost invariably apply to him indicates the popular conviction that this is the natural source of help.

The requirement that superintendents "shall organize and conduct at least one institute for the instruction of teachers in each year," without the authority to compel the attendance of a solitary one of them, illustrates the legislative idea of Lord Dundreary's statement that "birds of a feather flock together; for how can one bird flock all alone by himself?" The legal provision that the superintendent shall "flock all alone by himself" accounts for the failure of the institute to reach those who most desperately need its aid. A "shall attend" addressed to the teacher would seem to be the logical correlative to the "shall conduct" addressed to the superintendent.

The pitiable pleadings in the Manual of the Course of Study for authority to enforce its adoption is a strange commentary on the feebleness of our supervision. The elaborate machinery of chool management is there shown to be about as powerless as a

windmill in the Equatorial Belt of Calms. The only power to secure symmetry, continuity and progressiveness of instruction possessed by any one is that of the "dog in the manger" enjoyed by district boards.

In short, the system of adorning figure-heads with advisory powers ought to be abolished and authority to do something useful ought to be given them if they are competent to do it, and if not the office itself ought to be discontinued.

Nothing is so demoralizing to the public service as the lack of responsibility and accountability. Hubbell's Campaign Fund and the Irish Skirmishing Fund strikingly illustrate the corruption that follows from lack of accountability in political affairs, while Archbishop Purcell's Trust Fund, in Cincinnati, and Mrs. Howe's Bank of Deposit in Boston are examples of the disastrous results of irresponsible business enterprises. If these things are so essential to business and political integrity why are they not necessary to fidelity in educational management? Great and important interests are committed to the superintendent, but he is accountable to no one for the faithful performance of his obligations, and he is allowed to blot out all traces of his official doings. When McClellan was a candidate for the presidency school children everywhere might be heard singing:

"Little Mack, little Mack,
Look back, look back.
See your track, see your track;
How black. How black."

Who can disclose the color of the tracks made by a superintendent, whether black or white, save by the confusion or the system and order he has created? Let any one examine the minutes of this Association and see with what force the necessity for better records in the schools has been urged, and then explain why the acts of a teacher are more worthy of remembrance than those of a superintendent, or the history of a school is more important than the history of the supervision of a county. The archives of the county, unaided by the "memory of the oldest inhabitant," would not reveal to the chronicler the names of those who have occupied the position, and the only written memorial of their achievements is found in the treasurer's office to the effect that they drew their pay.

If proper records are essential to the success of future teachers why are they not for succeeding supervisors? What misdirected labor would be avoided, what time saved, what progress and certainty would characterize the work if the transactions of each superintendent were registered for the information and guidance of his successor. Now he frequently begins his labors as if the office had just been created for his benefit. With scarcely a solitary indication of what *has been* done or what *ought to be* done, he undertakes to outline a rational course of procedure. By the time he has cleared the way for efficient helpfulness he is called upon to lay aside his official robes and contemplate "what might have been" if the road to success had been pointed out by his predecessor. Is it necessary for every superintendent to learn his duties from the beginning? Must he be forever experimenting and endeavoring to find some satisfactory method of operation? Cannot the wisdom and experience of others be embodied in such a system of records which shall be helpful to beginners as well as secure some degree of continuity and progressiveness? Would not properly prepared records of school visitation check the tendency to hasty and careless inspection while increasing the number and duration of the visits? Would not a permanent record embracing all the items authorized by the State superintendent in the Journal of Education for October, 1882, exert a wholesome influence upon the schools and teachers as well as the superintendents? Would not the acquirement of something definite in quantity and quality hold the careless ones to more faithful work? The reports now exacted need include nothing more than the figures obtained from the town clerk's reports, and such laudation as he may bestow upon himself. He may prove recreant to every trust committed to him and close his eulogy with a glowing description of his official conduct, and leave no memorial to witness against it. An increase of administrative authority coupled with greater official responsibility and accountability is essential to the better supervision of the schools.

THE way to speak and write what will not go out of fashion is to speak and write sincerely.—*R. W. Emerson.*

SELECTED.

HINTS TO TEACHERS.

BY S. P. ROBINS, LL. D., SUPT. OF PROTESTANT SCHOOLS, MONTREAL.

GENERAL.

1. Remember that, inasmuch as you are left very much to the guidance of your own judgment in the management of your class, it is especially necessary to use all your observant and inventive faculties for securing the best possible result of your labor.

2. That the best possible result is the thorough preparation of each of your own pupils to prosecute his studies and perform all other duties well hereafter. The first aim is not a high standard of attainment, but a good discipline of mind and manner, so far as it can be attained with each little pupil.

3. Because the habits of thought and action that are earliest formed are the most persistent and influential throughout life, and because the imitative faculties of a little child are especially active and his nature peculiarly impressible, yours is the most important work done in school. It is difficult work, but if well done, you deserve corresponding consideration and honor. If you do not get them now, yet your heart and life being right in other respects, you will secure them hereafter.

4. As you are conducting, in common with other painstaking and successful teachers, a great experiment in the management of half-day classes with very little children, carefully observe whatever in your manner, or in the ingenious devices to which you will be led, makes for your success, practice it diligently, and tell it to others.

DISCIPLINE.

There is no need of reference here to the mode in which the successful teacher acquires ascendency over each of her pupils by strength and consistency of character, by a loving heart, a kind manner, and a clear and vigorous understanding. All these things are pre-supposed in the successful teacher. When, as in my pres-

ence less than twelve months ago, a teacher says to a class, "I will look at the slate of no child out of place," and then in less than a minute does so, it is not surprising that her class despise her authority, and make little or no progress. One who can promise so lightly, and forget so readily, is fit for no important trust; certainly, not for that of the teacher. But there are many things, little in themselves though important in their results in discipline, which are sometimes overlooked even by those who have all the essential elements of excellent teachers.

1. Consider well the disposition of a little child. He is active, but undisciplined. He longs to know, takes great delight in learning; he loves to do, takes great delight in putting his knowledge into practice. But then he has but little persistency and steadiness.

2. You must, therefore, when he is not at play, teach him constantly, or keep him doing constantly, and this with rapid alternations from the employment of his mind to the employment of his body.

3. So you must never be without a definite plan of action that shall engage the attention of every child. A half-minute's embarrassment of the teacher in the presence of the class, will work ruin in its discipline for the time being, and a child with nothing definite to do at any time during the school session becomes forthwith a center of disturbance.

4. You must not put too prolonged a strain on the feeble power of attention in pupils of preparatory grades. Let your work be varied, and your lessons short and lively. Let the teachers who will follow you in the school course have most of the trouble involved in securing long-continued and concentrated attention.

5. Frequent change of rooms will much facilitate your work. In some schools visited there is not nearly enough of this. Your class should occupy two rooms during parts of every hour. This may compel you to change in the middle of a lesson, but you can so choose the lessons that the interruption will not be harmful.

6. Much aid to discipline is afforded by the drill of changing rooms, by simple calisthenic exercises and by exercise songs. But this aid is only secured by the enforcement of prompt and exact obedience.

7. Hence, the slightest tap of the bell should be followed by immediate and intense silence, not, however, permitted to continue long.

8. Hence, also, the first word of each command must be so chosen and given as to suggest invariably what is to follow; the next and finishing word of the command must be the signal for the prompt, universal, and, therefore, simultaneous execution of the command.

9. Hence, also, no second command should be given until the first has been universally and precisely obeyed.

10. Finally, the effect of each command must be minutely considered beforehand. For example, in a series of commands those first given should be those that can be executed noiselessly, the whole series being terminated by that one which necessarily involves disturbance.

TEACHING.

1. You must yourself be accurate. The distinction between the well educated and the improperly educated, is just here, that the one is, and the other is not, automatically and minutely correct in recollection, in mode of thought, in manner of expression. Do not teach any thing that must be subsequently unlearned.

2. With little children, especially at the outset, much attention must be given to them individually. This, however, in many instances, can be done so as to interest others, not directly addressed, who may be appealed to to give the information that their companion requires.

3. The effect of every collective lesson is greatly increased when every child attends to the whole lesson. But this attention can be secured only by making each child feel that in all you say you have reference to him.

4. Hence, recitations and other exercises must not be wholly, nor even principally, simultaneous. No more convincing evidence of inexperience on the part of a teacher is needed than the general inability of a class to report individually, what in concert, or rather following the lead of one or two, they can in sing-song style deliver simultaneously.

5. In questioning a class, you should not give it to be understood whether you intend to have the answer from the whole class or from any particular pupil until after your question has been asked and a

moment's pause for reflection and recollection has been allowed. After the pause, you may say, "John Brown," or "any one," and then expect an instant answer. Thus you prevent one or two higher pupils suggesting the answer to all the rest of the class, and you secure the attention of each to the work in hand.

6. Take care that each child gets a fair share of questioning. Sometimes the teacher has a few names that somehow spring first to the tongue, and their owners get the lion's share of attention. When the teacher is conscious of this, let her make sure of each child occasionally by some such device as the following: Let the whole class stand, and as questions are answered by individuals, let them sit. Thus proceed until every child is seated.

7. Holding up the hand to indicate the wish to reply to a question is open to great abuse. Forward children answer everything. Timid or diffident children answer nothing. It is a good rule that the hand shall not be held up except when another pupil has made a mistake, or when the teacher, in asking a question that she thinks a little too hard for the class generally, gives special permission to raise it.

8. Rising from the seat, running after the teacher, thrusting the hand into the teacher's face, snapping the fingers, are highly improper acts, instances of each of which I have seen as importunate efforts to attract the teacher's attention. At times the teacher, by standing so that she cannot see the whole class, is the direct cause of such rudeness.

9. It is impossible to cary on work with the active co-operation of the teacher in two classes at once. Having given one class an exercise on the slates, or one of some other kind, that has been properly explained, that is within their power, and the result of which can be subsequently examined by yourself, bend your undivided attention on the other class.

10. In the examination of slate work, it is, as a rule, better that children bring it to the teacher than that the teacher go to examine it. Hence, in every room pupils should be taught how, without marking time, or marching noisily, to move in single file before the teacher, showing work as they pass slowly, and then to return in order to their places, having completed the circuit of the room.

11. Home work is not needed in preparatory classes. It will

much conduce to good order, therefore, if books, slates and pencils be always left in school under the care of the teacher.

12. The Preparatory Limit Table should be interpreted rather as a maximum than as a minimum.

READING.

1. Use cards frequently for individual as well as for simultaneous reading.

2. Do not confine yourself to the set order of words. Pick out words here and there; read backward as well as forward.

3. I had supposed the teaching of reading by spelling thus, "m" "ee" *me;* "ee" "double-gee" *egg*, to be obsolete; really, I find it only obsolescent. If a word be analyzed at all, *for purposes of reading*, it should be by the powers, and not by the names of the letters.

ARITHMETIC.

1. If you have not an abacus that stands on feet, ask for one.

2. Use the abacus yourself, but let the children use it constantly.

3. Do not aim to go beyond the limit, 20.

4. Let every kind of relation among numbers be taken with each successive number; *i. e.*, do not teach addition first, and then subtraction, multiplication and division in succession, but teach all these operations, as mentally performed, simultaneously. Thus, that three and three are six, that three is the half of six, and that three is contained in six twice, are but different ways of regarding the same fact.

COMMON THINGS — OBJECT LESSONS — STORIES — SINGING.

1. See that you have, use yourself and set the children to use, scales and weights, a two-foot rule, a clock card and a compass.

2. Object lessons must be very simple, but they ought to be none the less on that account, carefully prepared. It is a painful thing to see a teacher standing before a class puzzled to know what to do or what to say next.

3. Similarly, a story should be prepared beforehand. Great interest will be added if the teacher simply illustrate her story by drawing on the black-board as it proceeds.

4. In questioning children in all subjects, the aim should be to

get connected answers of some length, but this can only be very slowly accomplished.

5. Teach children to sing distinctly, but not too noisily. The musical effect of a perpetual bawl is even worse than that of a perpetual whisper. It is no harm to have an occasional *ff* passage, but then let us also occasionally have *pp*.

MISCELLANEOUS.

1. Stand so that you can see all the children of the class, and so that each one of them can see, when necessary, what you do and how you do it. Sometimes it is well to overlook children from behind.

2. Be not noisy. Speak distinctly and quietly, so that children will listen to hear you; do not shout, so that they must hear you whether they will or no. Even if a busy hum of work (pleasant to hear) fill the room, do not raise your voice too much; call attention by a light stroke of the bell before you speak, then speak in the midst of a profound silence. Pointers and rulers were not made for banging desks with. Teachers feet have other purposes than stamping on the floor.

3. Be not fussy. Self-possession that quietly takes note of all surroundings, and that adjusts itself unruffled and without effort to them all, is the secret of easy government, as it is also the last refinement of the perfect gentleman.

4. Look out for short-sighted children, and for children who are hard of hearing. These physical imperfections are often unknown to the children themselves, and long escape the notice of parents and teachers. Unfortunately, not only do they give an appearance of stupidity to children that are really bright, but they most seriously retard progress unless compensated by the considerate arrangements of the teacher. Let as many exercises as possible cause the children to lift the eyes up from books to maps, pictures, at a distance and work done on the black-board, so that the tendency to short-sightedness may be, as far as possible, checked.

5. Embrace eagerly any opportunity that may be afforded you of visiting the classes of other preparatory teachers. I have seen some excellent work done in some of them, and in almost all, the work is good. There is not a single class in which I have not seen

at least one thing done so well that I could wish all other teachers of the same grade had an opportunity to see it.—*Canada School Journal.*

HABIT OF OBSERVATION—MEANS FOR ITS CULTIVATION.

BY N. A. CALKINS, NEW YORK CITY.

Our power of observation may be cultivated by attentively observing likeness and unlikeness, or resemblances and differences in whatever comes within the range of the senses. It is by such an exercise of the senses as will impart to them activity, acuteness, accuracy, facility and strength that the desired cultivation must be accomplished. Appropriate exercises of the organs of sense will add these qualities to the several powers of the mind; and this addition of more activity and strength to the mind by experience constitutes that which is understood by the terms *development*, *cultivation*, *education*. As the elements are multiplied by observation, ideas are more and more readily formed; and thus the more we learn correctly, the more easily can we acquire additional knowledge.

Observation is not a faculty of the mind, but rather a common term used to express the results of the action of several mental powers, prominent among which are those of perceptiveness, conception, and attention. The act of observing springs from the natural desire to know. This act, in turn, reacts on that desire, stimulating it and increasing the power of observation. A child whose powers of mental acquisition have been properly exercised will acquire the *habit of observation*, and thus increase his ability to gain knowledge.

To observe is not merely to see, and hear, and feel, but *to see, and hear, and feel with such attention as to perceive clearly and accurately.* The more the observation is thus employed, the more will be brought into the view of the mind by sensations and perceptions.

Observation should first be employed upon those qualities which act directly upon the senses; since the more these are noticed, and the more ideas of them are associated together, the better will be

laid the foundation for future knowledge. In the works of nature there is much more to excite the observation of children, as well as much more that can be made the subjects of pleasing instruction, than in works of art; but the judicious instructor will not be at a loss to find numerous objects within doors, as well as without, to thus aid in the process of mental culture, especially such as will stimulate the mind to a careful observation of nature.

The habit of observation depends, in part, upon the general culture of the mind, especially upon the associated thoughts and feelings connected with external objects. Sensations often repeated, without being perceived, cease to excite the notice of the mind, and its noble powers lie dormant from want of exercise.

Those who have been engaged in the business of education well know the different degrees of accuracy and quickness of observation that are found in children, and also how important it is, for progress in intellectual culture, that this habit should be early formed. Childhood is the period of observation, and it should then be made a primary object in training. Observation is of essential value in every branch of education, and in every department of life. The successful acquisition of every science depending upon experiment,— indeed, the acquisition of knowledge of every kind which depends upon the exercise of the perceptive faculties, the cultivation of taste, information relating to the common concerns of life, and even the civilities of society,— requires a constant exercise of this habit.

So long as the observation of a child does not rest merely with the immediate objects of perception, but continues to connect them with that information which the instructor communicates, or which has been derived from past observation, it is very usefully employed. Whatever method is found to invigorate and render the powers of observation more accurate should be frequently employed. Till the understanding has made considerable progress, this should be a leading object in intellectual culture; and in every period of it the habit should be frequently brought into use. By a proper exercise of it the memory and judgment are directly cultivated; and, while it strengthens and rouses the energy of the mind, it furnishes it with some of the most serviceable materials for the understanding.

Exercises for the culture of observation in young children should be limited to a few minutes at one time; but these may be gradually lengthened as the children acquire greater command over their attentions, and manifest a greater desire for information. Many objects should at first be offered successively to their notice, because *the immaturity of their minds does not permit a minute investigation of each;* and attention can then be kept up only by variety and novelty. As their powers of observation increase by exercise, the subjects for consideration may be gradually diminished until one may suffice for a single lesson. When advancement has been made, they may be required to attend more closely to a single object for a greater length of time, and thus attain more thoroughness of information. But let it never be forgotten that long confinement and protracted application to one subject should be carefully avoided with young children. There should be no gloom, no misery, associated with his first intellectual exertions. Happiness is the privilege of childhood.—*N. E. Journal of Education.*

COUNTRY SCHOOLS.

BY MISS H. E. PAINE, BOSTON.

Two generations ago many of our most influential men came out of country schools. Often a few winters at the district school, supplemented by a term or two at some village academy, comprised their whole educational outfit. These men were characterized by great good sense, by originality, and by patient ingenuity in overcoming difficulties, valuable qualities which seem to have been directly fostered in earnest minds by the limited and desultory nature of their education. At present the matter apparently stands otherwise. If something in originality has been lost by what some fear to be the over-systematizing of school-work, the fact yet remains that the successes of life seem now to lie in the path of those trained in the most highly systematized city schools, for system makes even mediocre powers available. When all tools were imperfect, he wrought best who put his heart and mind into the work; but a school-boy can see new heavens with one of Alvan Clarke's telescopes, such as the mighty Galileo never saw. But for

Galileo, however, there might never have been any telescope at all; and the best results will in the end follow the work done with heart and mind, especially when these powers make use of the best instruments also.

It seems to me that country schools still have it in their power to accomplish a great work of whose full significance teachers and committee hardly seem to be aware. They even have certain advantages over city schools, and probably if they worked directly in the line of these instead of trying to follow methods adapted particularly to city work, more satisfactory results might be reached.

The essential aims of all good schools are: first, to teach the mind how to work; second (perhaps this should come first, but it does not), to form a noble character; and, third, to supply a fund of useful information for the mind to work upon. Now, what advantages has a country school in pursuing these aims?

First, the scholars are treated as individuals rather than as a class. This is, in most respects an incalculable advantage. Its chief drawback is that it sometimes tends to an overestimate of one's own importance. "I have done something," says the boy, "which nobody else in school has done." Had he been one of a hundred in a city class, twenty-five would have done the same thing. Nevertheless, it gives him courage to attempt great things when he feels that he has exceptional powers.

Second, individual training does as much for character as for mind; more, indeed, for the difference in temperament between two school-boys often demands diametrically opposite treatment, while there is a narrower range of difference in mental action.

Third, personal contact with the teacher is probably the highest source of cultivation, either in mind or character. We can all think of instances where the influence of one teacher has changed a community; and the country teacher knows everybody in the village, while the city teacher is only one among a million.

Fourth, while the cities have the superiority in books, museums, art galleries, etc., in certain directions, the country has access to information out of reach of the city. Botany, for instance, is studied to some purpose with green-house flowers and plants already gathered; but the child who has himself picked the first shy blossom of bloodroot in spring has learned more about the plant than

his city cousin will ever know. Our Boston children have the whole vast collection of birds in the Natural History rooms to help them in Ornithology, but perhaps not one of them has ever heard the first gay note of the starling, or knows the delicious secret of the song-sparrow's nest.

I could multiply instances of this kind; but they will occur to every one. Of course, the country teacher must be an exceptional person, to make use of all his (or probably her) advantages; and it would be interesting, at another time, perhaps, to sketch an ideal of a country teacher. At present it is enough to say earnestly to all country teachers, your opportunities for the highest and most efficient kind of work are unbounded, and they depend far more on your own interest and energy and noble aims than is the case with your city brothers and sisters, who sometimes seem to you to have it all their own way.—*Public School.*

THE EDUCATION OF FARMERS.

One of the influential causes of the high pressure in our schools, which is so often justly condemned, is the desire on the part of parents and teachers to give the boys as much scope of information as possible in the relatively short time before they must "go into business." The supposed early necessity for this movement is quite as often the desire to secure a good start, as it is to begin to learn something. In the days when the limits of popular knowledge were much narrower than they are now, and when only professional men demanded an extensive education, the others being content with an education "to fit them for business," there was no occasion for any hurry. "The three R's," including spelling and grammar, could be thoroughly taught by the time the boy was fourteen or fifteen years old.

Leaving the difficult question, how to secure at once a liberal, uncrowded education, and a timely start in business, we have a few words to say about a class of boys and young men who neither go into business nor take up professions;—farmers' boys usually begin their apprenticeship early. They seldom go to school for the whole year, but help on the farm about half the time. As a result, at sixteen, they are about as far advanced with their studies as the

continuous pupil is at thirteen. But as an offset to this, the farmer's boy at sixteen has learned his business as well as the trade-boy will have learned his by the time he is twenty-one. The former may, therefore, devote to study the greater part of the intervening five years, and still become of age with a satisfactory knowledge of both the theory and practice of his business. We wish to encourage more of the farmer-boys to use to the full possible limit this chance of later education. We wish more of the parents of these to inquire how far it is necessary, and wise, and just, to require their sons to do the work of an ordinary farm-hand, after they are thoroughly familiar with all the ordinary operations of farm work, but before any responsibility for general management is laid upon them. When parents cannot afford to spare their sons, it is right to require their help. But in many cases this is not really needed, and then, we believe, it is usually the duty of the parent to give at least five months' schooling in each year, till the boy has responsible duties, which require his attention the year round. To a considerable extent these remarks will apply as truly to the farmers' daughters as to the sons.

The farmer has, perhaps, more need of a broad school education than has the citizen. The latter is thrown in contact with so many people that he cannot help gathering a large amount of superficial information. The farmer is more to himself, and those who are his most frequent companions are uneducated people. Again, the farmer's work touches more departments of general knowledge than does the work of most merchants or mechanics. A farmer's place abounds in machines, and in water, wind and horse-power; knowledge of mechanics and natural philosophy finds constant chance for application. Each field is a vast chemical laboratory. His land is a geological deposit. His growing crops and trees are botanical specimens. The breeding and rearing of his stock is practical zoology. He is of necessity a constant student of meteorology. Half of his work is regulated by the weather. His business touches all the departments of political economy. He is an employer of labor, a wholesale and retail buyer and seller, usually either a borrower or a lender of money, and often both. He is more interested in foreign trade than any other class of producers, for the larger part of our exports is of farm products.

The farmer has in general more use for composition and rhetoric and elocution than has the merchant. Farmers' clubs are more general than mercantile associations. Commercial journals are usually written by paid professionals. Agricultural journals are mostly made up of articles from the farmers themselves.

The farmer takes more part in local political affairs than the citizen, and has more individual influence. Hence the use to him of an accurate knowledge of the history of our country, and of the nature and principles of its government.

We might extend further the chances which the farmer has for the advantageous use of general knowledge; but enough has been brought forward to show that the farmer can use a varied education more profitably than the merchant or manufacturer, and can better afford the time needed to acquire it.—*The Student.*

TWO TEACHERS.

I know them both very well. One finds it difficult to get a certificate. He cannot attend institutes, although he "wishes" to do so. Something is always in the way. He has company or the headache, or is tired, or something keeps him away from the Institute. He takes no educational journal, because he does not see that it does him any good. He does not like to be examined, and wonders if there is no way of "getting around" it. He fails on his first attempt to "get through." He wearies the Superintendent with explanations, with statements of what he can do or has done, or he draws from his fruitful resources almost unlimited repinings and complaints. He gets through the winter term, but it is a "hard pull" and then, alas, the directors do not come and offer him the spring term. He feels now like giving up, and almost regrets that he worked so hard to prepare himself for so thankless an undertaking. He is now quite satisfied that no one tries harder, or wants to do any better, but some way the people do not understand him. Alas! they understand him much better than he understands himself. He worried through the ordeal of a certificate, all the time insisting that the children in the school where he was to teach,

knew nothing, could not read in the Fourth Reader and had never studied Arithmetic, and he knew he was competent to teach them, etc., and so he left them in about the same condition for the next twenty-dollar teacher that might happen to come along. This teacher had a number of brothers teaching, but most of them have retired, have found some one to care for them, have married in fact, and have given over the fight with an unfeeling public.

The other teacher has no trouble whatever in securing a school. His work is altogether primary, but his education is not limited to a knowledge of the Third Reader simply. He holds a first-grade certificate, and ranks very high. He attends all the teachers' meetings that he can, reads educational journals, talks hopefully and cheerfully of his work, inspires with a zeal for knowledge all who are under his instruction, and finds friends and favors wherever he goes. It is said that he has "a gift," that not every one can teach so, and that it is no trouble for him to keep order, to get his pupils to work, and that his directors and patrons do whatever he asks them to do. It is true that he has "a gift," the gift of honest, faithful, untiring work. His nights and days are devoted to study, and there is ever present a persistent determination to make the very best of circumstances. He is never satisfied with his work, but is continually seeking new means of interesting his pupils and leading them along. He proves himself a true friend, a worthy leader, and the fight is won.

Every moment spent in repining and complaining is worse than thrown away. There is no gain from it in any direction. It wears out the patience and regard of those into whose unwilling ears it is poured; it is foolish, ruinous, pitiable! As a rule those who complain most of hard work do the least, those who complain of harsh treatment are frequently not deserving. I have had pupils and applicants under examination sometimes, who, after looking over some question, would say, "Must I tell all about that?" I always know that persons making this inquiry can tell next to nothing about it. A teacher should not be possessed of a gloomy, moody mind. His disposition should be cheerful and uniform, and he should be hopeful and enthusiastic in spirit.—[A. J. Smith in Country and Village Schools.

TASKS AS PUNISHMENTS.

He who is thoughtless of or unfamiliar with the laws of association in mental growth lacks one of the prime requisites of a good teacher. To a large extent our tastes and distastes for things do not depend solely on inherent qualities, but rather on their association with something else.

The odor of the tube-rose so commonly used at funerals becomes very generally offensive elsewhere, because of its sad associations. The look and odor of black crape worn in mourning also, once gloomy and offensive, through familiar intercourse with lovely people who wore it have become sweet and attractive. Such an unstable and mutable thing is human taste. Yet on this fickle taste do we all depend not only for pleasure but motive in our pursuits and achievements. The direction and determination of a child's tastes settle his destiny for all life. To the teacher's hands is this work largely consigned. And it is undoubtedly true that the associations of the school and the impressions made in the first few days of a child's school-life are almost sure to change or fix the current of his whole intellectual life.

Not only do likes and dislikes often take their direction and intensity purely from associations, but memory is often almost entirely dependent on them for its grip and power. We recall one thing only by remembering some other thing or things in some way related to the thing recalled. Occasionally it is only through a series of the most unlike and strange things that memory follows back to the object of its search. All these are familiar truths restated here only by way of applying them to the use of tasks as punishments. In view of these truths it is evident that the proper and necessary business of school should never be associated and mixed up with crime or its punishment. The assigning of lesson-learning, the writing of so many words, phrases or sentences, a few or many times as penalties, is always unphilosophical, often brutal and a relic of barbarism. We cannot see that the writing of "Beelzebub" a thousand times tends at all to cure lying, stealing or laziness, but we do see that it tends to make the victim sorry he can write and hate it. Requiring a boy to copy a page of the dictionary or his Latin reader to punish him for whispering or truancy,

will hardly break him of his faults, but it will surely make the dictionary and reader and possibly all useful books look like sorts of inquisitorial racks and thumb-screws.

These words are not against punishment. The fear is rather that there is too little of the right kind at home or at school. But this principle of association contains often the best hint as to the kind of punishment needed. In matters of order and neatness we can train children and domestic animals best by forcing them to suffer for a time the consequences of their disorder and untidiness. The penalty for misplacing a toy or tool should be to go without it until it is found and replaced by the one at fault. The penalty for untidiness may properly be temporary banishment to association with things untidy until a revulsion comes. If a child disobediently insists on his own way it is often salutary to force him to such continuance in that same way as not only to show him his folly in this instance but to associate his act with pain so as to prevent its repetition.

Through want of knowledge and experience, the young will constantly err. Through vicious instincts or associations, they will often tend to vice in spite of all that teachers can do. All the more need is there to save every uplifting and redeeming force for us in rescuing and ennobling human beings. We shall do this by creating and keeping alive the taste for everything good, and by dissociating in the mind the good and the evil.—*N. Y. School Journal.*

DIGNITY OF MANNERS.

One great lack among rural schools is dignity of manners. A young man or woman teaching for the first time, going out perchance from a home where the greatest liberty of behavior has been allowed, will be guilty of a crudeness of deportment that will not teach true culture. How often we see a young man who has spent his life on a farm — a young man of good parts, pure motives and upright in heart — striding about his school-room with pants inside of boots — hat on, utterly regardless of the finer ideas of life. He has accustomed himself to this sort of thing in his

home, and this becoming the habit of his life, he does not stop to consider that he is teaching every boy under his control the first lessons in loaferism. We were in a rural school not long since, taught by a man teacher, who was sailing about the school-room in his shirt-sleeves, a pair of shoes on that had not seen blacking for many a day — and that carried the strongest oder of a cow stable, his hair unkempt, and general appearance untidy — shirt front with a dozen gems on it made by the spatter of tobacco juice through a heavy mustache. To say that he felt uneasy in our presence is putting it lightly. He soon had business in the hall, and his hair and shoes took a new appearance. Pretty soon he whispered to a little girl and she left the school-room for a little while, but as soon as she came back the teacher had business in the hall again and came back with a good looking coat on. Why did this young man take all this trouble to improve his appearance because we happened in his school for a brief hour? The teacher's personal appearance is teaching a constant lesson of good or ill, and he is just as much responsible for its influence as he is for the words he speaks. It quite too frequently happens that the roughness that creeps into the lives of boys indexes the manners of the home and the school, and so far as the school manners are concerned, the teacher is largely responsible for them. Quiet talks should be had with the larger pupils, showing them how much they influence those who are younger, and then the teacher should be able to say, follow me — do as I do; any liberty that I take in my general deportment you may take, and very soon it will be found that order and culture will be the general law of the school-room. We can never teach beyond ourselves. The acts we do, the words we speak, seem to float away into space; but it is not so, they are finding a lodgment in those about us, doing their mission of good or ill, and by and by this seed which we scattered with such careless hand will meet us face to face with meed of blessing or a measure of disgrace. Can we afford to be careless in our habits or untidy in our dress. Let us walk the ways of life so evenly, that as we lie on our pillow at night, sweet thoughts may cluster all about us like a benison of good will, and we may be conscious of the fact that we have done as well as we could.—*Michigan Moderator.*

CONDENSED DIRECTIONS FOR THE TEACHING OF UNGRADED SCHOOLS.

BY JOHN SWETT.

The following may be taken for practical guidance in your course of instruction:

Whenever you have any unusual cases of discipline, consult the trustees or parents before you take action.

Persuade the parents to visit your school, even if you have to do so by means of exhibitions in which their children take part.

Remember that school trustees are your legal superiors in office. Argue with them, persuade and convince them if you can, but do not contradict them.

Before you begin school, if possible, call a meeting of the trustees or committee. Talk over matters with them, ask their advice, and tell them your plans. It is well to go into a new school backed by the weight of official power.

Bear in mind that, though you may have more book learning than most of the men and women in a country district, there are sure to be many parents who are your superiors in sound sense, in judgment, and in the knowledge of the solid facts of human life.

Endeavor to make your school the district centre of civility, politeness and good manners. If they learn good breeding at all, many pupils must learn it at school. There is no limit to the civilizing influence of a gentle woman or a gentlemanly man in a country school. Send out your pupils with the seal of honor and truthfulness.

If you are a man, take some interest in the home work of your boys. Instill into their minds the necessity of labor for every human being. Point out to them the life-long value of being trained in boyhood to habits of regular employment in useful labor. Many a boy on a farm complains of his hard lot, when he is really being blessed by hard labor. A wise teacher can often set him right in his notions.

A child of average mental powers ought to be able, on leaving school at fifteen years of age:

1. To read and spell well.
2. To write a neat and legible hand.

3. To know the main points in the geography of the world, and the leading events in our country's history.

4. To speak correct English, and to write a well-expressed letter of business or friendship.

5. To work accurately any plain business question involving the four rules, common and decimal fractions, and simple interest.

EDITORIAL.

TO TEACHERS AND OFFICERS OF FREE HIGH SCHOOLS.

The attention of Free High School Boards and principals is called to chapter 325, Laws 1883, which provides that the courses of study authorized by that chapter to be prepared, shall include instruction in the theory and art of teaching, and organization, management and course of study of ungraded schools. By giving heed to the requirements of this chapter, any question of a right to share in the state appropriation on account of failure to comply with this provision of statute, will be avoided.

MADISON, March 11, 1884.

ROBERT GRAHAM,
State Sup't.

TEACHERS' EXAMINATION FOR STATE CERTIFICATES, 1884.

I.

BOARD OF EXAMINERS.

The Board will consist of Supt. John Nagle, Manitowoc; Prof. W. H. Beach, Beloit; and Prof. Albert Hardy, La Crosse.

II.

The Board will meet at Madison, July 21, 1884, at three o'clock P. M., and continue in session four days.

The examination will be held in the senate chamber.

On Friday, July 25th, the Board will determine the standing of applicants and make report to state superintendent.

III.

CHARACTER OF EXAMINATION.

For the limited (five years') state certificate, examination will be had in the branches required for a first grade county certificate, with the addition of English Literature and Mental Philosophy.

For the unlimited (life) state certificate, examination will be had in the branches required for limited state certificates, with the addition of Botany, Zoology, Geology, Political Economy and General History.

Seventy per cent. is the minimum average standard for *limited* certificate; and seventy-five for *unlimited*.

Seventy per cent. is the minimum standard for each of first grade branches, and sixty per cent. the minimum in English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The *limited* state certificate will require three terms of four months each of successful teaching.

The unlimited, seven terms of four months each.

Satisfactory testimonials of moral character will be required.

Applicants who fail in any of the branches as required, may for *limited* certificate present themselves, once in *one* year, for re-examination; and for the *unlimited*, once within *two* years after first examination.

In those branches in which they have passed, no re-examination will be required.

Stationery needed will be furnished by the board.

ROBERT GRAHAM, *State Superintendent.*

MADISON, March 11, 1884.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The next Annual Meeting of this Association will be held at Madison, Wisconsin, July 15–18, 1884.

The following attractions should draw a great body of teachers from our state:

1. A fine excursion, at very low railroad rates, to this beautiful city of the northwest.

2. Cheap hotel rates at Madison.

3. Three days sessions of the Association in the discussion of vital questions, by able and progressive educators from all parts of the country.

4. Department teaching — Elementary — Normal — Industrial — Art — School Superintendence — Collegiate — The Council of Education; several sessions being given to each.

5. A woman's evening, to be devoted exclusively to addresses by able women from various parts of the country.

6. A national educational exhibition under the directorship of Hon. J. H. SMART, of Indiana. School material, books, literature, art, industrial education, school work, Ward's Natural History Collection, etc., in the state capitol.

7. A great mass meeting in behalf of education, with addresses from distinguished representatives from foreign countries, as well as from prominent men and women of America.

8. Cheap and attractive excursions to the lakes, the great cities of the northwest, the Mississippi, Falls of St. Anthony, Minnehaha, St. Paul, Minneapolis, the great grain fields of Minnesota and Dakota in the midst of the wheat harvest season, the Yellowstone Park, the Mammoth Hot Springs, Geysers, Yellowstone river, etc. etc., Oregon, California, and the seal regions of Alaska.

9. Three thousand persons can be happily housed at Madison, and each person may know the hotel or residence where he is to room, in advance of the meeting. Provisions are made for a great mass meeting of educators and their friends, in the interest of our common school cause.

Further particulars may be gained of the general manager of the state, Hon. R. Graham, State Supt., and through the Educational and other press.

N. B.—Make an early decision to go, and then invite your friends. All persons — teachers, business people, tourists, etc. etc., are invited. The educational event of your lives is before you.

Application for accommodations during the week of the meeting should be made to J. H. Carpenter. Esq., chairman of committee on entertainment, by June 1st.

Rates at hotels and private houses have been fixed as follows: At Park Hotel and Vilas House, $3.50 per day. At Capital House, $1.50 per day. At boarding houses and private residences, $1.00 per day.

NOTE (1).— All correspondence with reference to railroad rates from any part of the United States to Madison, should be directed to the Eastern or Western R. R. Superintendents, W. D. PARKER, *River Falls, Wis.*, or J. M. HALL, *Providence, R. I.*

NOTE (2). All correspondence relative to excursions should be made with the Excursion managers, as follows:

Throughout Northwest to Yellowstone Park,— W. D. Parker, River Falls, Wis.

To Oregon — William A. Mowry, Providence, R. I.

To California — Rev. A. E. Winship, Boston, Mass.

To Colorado — Aaron Gove, Denver, Col.

To Alaska — Rev. Sheldon Jackson, care of Bureau of Education, Washington, D. C.

A LARGE number of school districts now arrange to have three terms of school during the year, and the winter terms of such districts have now closed, and indeed the winter terms of nearly all districts have already or will soon close. The winter has been quite favorable in most parts of the state for successful work in the schools. Epidemic diseases have interrupted the schools less than in recent winters; the weather, while cold, has been equable, the storms have not been protracted, or excessively severe, and the roads therefore not been blockaded to the extent that is sometimes the case; there seems to have been fewer instances of failure on the part of teachers, and less cases of disturbance and great

disorderliness. The few instances of turbulence and disaster to the schools which have come to public notice, in almost every case seems to have been the result of lack of judgment in the administration of discipline, or the absence of proper conception of the nature, scope and office of discipline, as related to school life.

More emphasis should be placed upon this matter in normal schools, in high schools, indeed in all schools from which go forth young people to take charge of other schools. The wonder is not that so many make mistakes in the matter of school discipline, but that so few do so. It is so natural to regard school discipline in the light of vindicating authority, and all inflictions and penalties as punitive, merely, rather than as wholly remedial, that many young teachers are betrayed first into prescribing "rules" that are uncalled for, arbitrary, and frequently beyond the scope of teacher's authority to enforce. It is useless to try to correct or prevent such mistakes by warnings against particular rules or practices. There must be a foundation of intelligent appreciation of the real function of school discipline, united with a spirit that will recognize all the elements that enter into the matter of school discipline — the community, the school authority, the family, the pupil,— and will use them all in their proper order, time and degree, to make the discipline of the school work out its one great and only purpose, the welfare of the pupil.

If there could be brought about such a condition that every teacher should establish a relation of the utmost frankness and cordiality with the school as a whole, and with each pupil in regard to the matter of discipline, and then in the most friendly and pleasant manner persist in helping pupils and the school in carrying out the discipline prescribed, no doubt one-half of the disorder, antagonism and ill-feeling which interferes with successful progress in school life, would disappear, and the relation of teacher and pupil would be far less characterized by nervous exhaustion and friction on the part of both than at present.

Of course there will be incorrigible, unreasonable and wicked pupils, parents, and school officers, always; but these are exceptions, and a right public sentiment will make them more rare. If we can make sure that no teachers are of that character, we shall diminish the population of people in that catergory considerably, both by direct and indirect subtraction.

The present law providing for instruction in theory and art of teaching in free high schools, suggests an excellent means whereby sound doctrine can be inculcated in schools of that class.

This might be properly extended to the ungraded schools, from which so large a proportion of the teachers of this class of schools are derived. Not that instruction in either class of schools upon this matter should be of a formal, stilted, text book character, but familiar, plain and practical, so that teachers shall begin their work, not in the spirit of autocracy, but in the spirit of helpfulness, being grounded in the knowledge of the sources of authority, in familiarity with the springs from which flow much of juvenile conduct, and in the

conviction that to successfully control and lead others one must beget confidence in the leadership, as wise, just, and in the interest of those led, rather than for the aggrandizement of the leader.

An interesting legal controversy has arisen in the city of Fond du Lac, which relates to prevalent practices in very many schools. By long usage it had become the practice to require pupils to bring in wood to replenish the fires upon their return from recess. The parent of one child requested that his child be excused from bringing in wood, denying the authority of the teacher to require it, and insisting the health and strength of the child was insufficient for the task. The request was denied; the child, under the direction of the father, refused to comply with the rule, and was suspended from the privileges of the school. The action of the board of education, in effect, sustained the teacher, and the father brought suit to compel the board to reinstate the child in school. It is to be hoped that this case will be settled judicially upon its merits, without regard to the technicalities which may be involved in the proceedings. It is desirable to have it settled whether, in requiring school districts to maintain schools, the law only requires the most general provisions for that purpose, as a school house and a school teacher, and nothing more, leaving the matter of wood, water, fires, and all other things essential to the comfort, convenience, cleanliness, and progress in study, as well as those things that relate to the proprieties and decencies of life, to the pleasure, gratuitous effort or ingenuity of teachers, pupils, or individual patrons. No doubt the authors of our school law presumed that the interest which would impel men voluntarily to tax themselves to build school houses and hire teachers would certainly lead them to make provision for decent out-houses, for warming the school building, for pure water to quench thirst and promote cleanliness, for pure air, for dry, drained and healthful sites for school-houses; but the presumption has proved to be unauthorized, and no better corrective to carelessness and neglect in these directions could be administered than a broad, enlightened, and clear judicial decision of a court of high authority, vigorously uttered, in a case like that cited.

One of the questions which seems to have exercised school boards to a considerable and unusual extent the present year, is the one relating to the right of temporary residents of school age to attend the public school without payment of tuition. Among the cases where rights in the public schools have been questioned are the following: A man "took" a child of indigent parents, who otherwise would have been placed in a poor-house; the mother of a family dying, the father sent his children for homes to those of several relatives and friends; a step-mother refusing a home for the child of her husband, the child was sent to a relative in another county for a home; a widow who was a

teacher, and migrated from place to place as opportunity for employment occurred, placed her child in the family of a friend to "do chores" for his board; some girls and boys who were obliged to maintain themselves by their own labor, lived in families and worked in the field and in the house during the summer, remaining through the winter, doing chores for their board, etc., etc.

In all such cases the state superintendent has insisted upon a liberal construction of the law which provides that "schools shall be free and without charge for tuition to all children between the ages of from four to twenty years." This provision is found in the constitution of the state. In the statutes, the electors at a school district meeting are given authority to authorize the board to admit pupils not residents of the district to the privileges of the school. This statute, by inference, construes the constitutional provision to mean that the school of each district is to be free to pupils residing in that district, and to those only. This leaves the question of right to depend entirely upon the question of *residence*.

A liberal construction of that term is what is insisted upon as right and proper. Of course, no person going into a district *solely* for the advantages of the school therein, is entitled to be deemed a resident, unless accompanied by the domicil of a parent or legal guardian. But where the person goes into a district for the purpose of making a home, gaining a livelihood, to which a purpose of attending school is merely incidental, it seems a hardship to shut such an one out of the public school, whether he is thus situated by his own procurement, or that of a parent or guardian. Nevertheless it will doubtless require a judicial interpretation to unify the practice and determine the rights of parties under the law.

THE closing of the winter term of the country schools has been made the occasion, by several county superintendents, of holding examinations for pupils, to determine whether they were able satisfactorily to pass examination in the work prescribed to be done in the course of study for ungraded schools. This is a good plan, without regard to whether the course of study has been followed in the school work or not.

Such a practice is one of the means by which the course can be brought to the attention of pupils, patrons and teachers, and also by which that course can be commended as an important guide and aid in improving the efficiency of our common schools.

When a boy or girl has reached that point where a final departure is to be taken from the old district school, and deliberately sits down to sum up and take account of the years of work there, and determine whether the results fit for active business in life, or for entering upon a broader field of scholastic training and literary culture, it is a good time and place, not only for the boy and girl themselves, but for all who are interested in them, and in the work of the public schools, and for all who are passing over the same course to the same end, to consider what has been left out, that ought to and might have received attention,

what faculties and powers of mind have been developed and strengthened, and which of these have suffered by neglect or disuse, and how these defects may be most certainly and speedily remedied. It would be a good thing if such examinations were universal.

A LINE from Supt. Hardy, of La Crosse, contains application for assignment to places of *twenty-one* persons whose names are given, from the city of La Crosse, who will attend the meeting of the National Educational Association in Madison, in July next. If any one went from the meeting of the state association in December last with the impression that Supt. Hardy or the La Crosse people were indifferent about the forthcoming meeting, we beg leave to suggest "Dinna ye hear the slogan comin'?"

A recent visit to Milwaukee afforded an opportunity for meeting forty or fifty of the teachers of that city, with some members of the school board, and conferring with them upon the matter of manner and degree of welcome and hospitality towards the association which Milwaukee will extend. It seemed to be the opinion of all present that our friends of the metropolis may be depended upon for these three tokens: A large delegation to the meeting—not less than one hundred in number; a good exhibit from the schools; and a goodly number of life-memberships, perhaps from six to ten. That will do.

A VISIT to the institute in Jefferson county impressed us more strongly than ever with the possibility of securing large attendance at institutes by the methods outlined in an article published in the JOURNAL last month. *Ninety-five* were enrolled. The afternoon opened rainy, windy, chilly, and generally disagreeable, and yet at roll-call ninety-three were present, and one had been called away by telegram. Prin. J. Q. Emery and Supt. Hubbs, assisted by some local teachers, were hard at work, the teachers were attentive and appreciative, the social features seemed unusually active, unconstrained, and hearty. It was a pleasant visit on an unpleasant day.

THE matter of life-memberships in the National Educational Association is being made the occasion of some very fitting and worthy compliments. The pupils of E. A. Charlton, while he was president of the normal school at Platteville, under the leadership of Principal J. W. Livingstone, of Dodgeville, have contributed twenty dollars and constitued him a life member. A worthy tribute most worthily bestowed. The "personal friends in Wisconsin" of A. J. Cheney, who has so long represented Ivison, Blakeman, Taylor & Co., of Chicago, in Wisconsin and the teachers of Wisconsin in Chicago, have also united in constituting him a life member, which is only a new form of uttering the old formula of greeting and parting, "live forever."

THE reports received from the first institutes held this spring indicate no abatement in the interest in these means of help, instruction and inspiration for teachers. Prof. Thayer reports an attendance of eighty-four at New Richmond, St. Croix county; Prof. Maxson, an attendance of seventy at Chetek, Barron county; and Prof. Hutton, an attendance of nearly sixty at Ontario, Vernon county. Some of those now in session, or yet to be held, will no doubt exceed these in numbers, being in more populous parts of the state.

THE *Popular Science Monthly* for April is promptly at hand, and the table of contents is more varied than usual, and no less interesting. A significant article upon The Coming Slavery, by Herbert Spencer, will attract attention; a clear description of The Electric Railway, will be found interesting and instructive. Recent geological changes in western Michigan has a local interest for this latitude; the articles on The Chemistry of Cookery and The Remedies of Nature, are continued, and are supplemented by others of practical value, while the correspondence and editor's table are ably maintained. Published by D. Appleton & Co., 5 Bond Street, New York.

The Century, for April, is at hand, and would require a full page to list the contents which are good, for the entire table is excellent. The illustrated articles are: The White House, The New York City Hall, Notes on the Exile of Dante, and Among the Magdalen Islands. Biography, history, fiction, science, criticism and poetry are represented in other articles. Published by The Century Co., Union Square, New York. $4 per year.

NOTES.

THE largest enrollment for the term in the Menomonie public schools was 1025. It is expected that additional school room will have to be provided before another winter.

THE *West Virginia School Journal* says: "Plans are being matured to form a party to go from West Virginia to Madison, to attend the meeting of the N. E. Association, all in the same train, in Pullman cars, at greatly reduced rates. We hope a large number of West Virginia teachers will take the opportunity to visit the northwest."

I. K. BRADFORD, a school teacher at North Wisconsin Junction, was instantly killed at that place Sunday, by jumping from the train while under full motion. He evidently thought he could jump safely into the snow drifts, which were deep upon both sides of the track, but, being packed solid, he was hurled back under the wheels, which passed directly over his chest. He was about thirty

years of age, unmarried, a man of high moral character and good education. His home was in Hammond, and he has relatives in St. Croix county.—*Dunn County News.*

THE Two Rivers High School is now supplied with as fine a library as can be found in any like institution of the state. The means through which the books have been secured have come through a series of literary entertainments under the auspices of the school. There are something over 120 volumes, and the selections have been made with excellent judgment; just such books as young people will read with interest, while being a healthy stimulant in the cultivation of a reading taste. A glance over the record book proves that the books are read. This library will prove a valuable adjunct to the Two Rivers school.—*Manitowoc Pilot.*

A CUBIC inch of gold is worth $210, a cubic foot, $363,380; a cubic yard, $9,797,962. This is valuing it at $18 an ounce. At the commencement of the Christian era there was in the world $427,000,000, when it began to increase. Now the amount of gold in use is estimated to be $6,000,000,000.

OUR engravers make mistakes in natural history. We have seen, on costly London Christmas cards, butterflies with eight legs; and in school books moths with the clubbed antennæ of butterflies. On a scrap-book before us is embossed a gilded bee-hive, and the bees fly about with four legs. The artist in *Youth's Companion* makes the female cricket play on a fiddle, her ovipositor projecting behind; whereas it is the male only who chirps with his wings, or if you please, plays on a fiddle.

IT is no doubt considered by some a laudable effort in modern teaching, to render as much as possible of what the young are required to learn, easy and interesting to them, but when the principle is pushed to the length of not requiring that the scholar learn anything but what is made easy and interesting, one of the chief objects of education is sacrificed."—[J. STUART MILL.

THERE is much good sense in the declaration of the Baltimore Day that it is not simply necessary to fit boys and girls for some vocation that will give them a living, but that the real object of education is to teach them how they will be able to find enjoyment and contentment in life; and if this is rightly done, if the virtues of industry, of honesty and of fidelity are thoroughly enforced and inculcated, there will be no need of either special or technical education — the practical education which all need and which gives strength and ability to a people will have been attained to. Separate schools, exclusively technical, are what is needed, not the mingling in one of the industrial and academical elements. The public school course is already so crowded that nothing is taught properly.

IN the excellent paper of Superintendent Jones, the point is made that the failure of pupils in the higher grades to make satisfactory progress in their studies is often due to their inability to read well. They fail because they are not master of the language of their text-books. And the inference is drawn that more time should be spent on reading in the lower grades, even to the ex-

clusion of other studies. We believe the point is well taken, and that the inference is a correct one. Yet we believe the reform indicated may be carried too far. Right development in any direction cannot be forced. Time is an element in all right education. To become a good reader requires time. It is a matter of growth. It implies large development of the intelligence; and other studies and exercises which tend to the increase of intelligence, in proper measure with the reading, will be likely to make better readers in the true sense, than if the whole effort be bent upon the reading. Nevertheless, there is more danger of too little than too much reading, both in and out of school.—*Ohio Ed. Monthly.*

In a recent letter to the London *Times* Prof. Proctor calls attention to the aid which science offers in securing safety from collisions with icebergs to steamers at sea. The distance at which an iceberg can be seen by night at sea is very short, and there is scarcely time, even when a careful watch is kept, to reverse the engines and stop the swiftly moving vessel. The unaided senses do not forewarn the mariner of the approach of danger, and it is here that science comes to his rescue. The heat measures invented by Edison and Langley are delicate enough to gauge the heat of a star barely perceptible through a telescope. One of these instruments will indicate the presence of an iceberg at a distance far beyond that at which the eye can detect the iceberg at night. It would be easy to devise half a dozen ways in which a heat indicator (or cold indicator) could give automatic signals of the approach of an iceberg, and render a collision with one impossible with reasonable care. As the mercurial fire alarm calls the engines when heated to a certain point, so the iceberg-detector could signal the engineer to stop the ship and could also, if advisable, be made to instantly illuminate the rigging with electric light, thus making clear the direction of the iceberg.

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A VISION OF ARITHMETIC.

BY CASTELLO N. HOLFORD.

I was prospecting in the mountains which rise between the states of Neuvo Leon and Coahuila. At noon I kindled a little fire in a cavernous creft in a rock far up toward a mountain summit, made a cup of coffee in a tin fruit can, and ate my dinner. Then, very tired, I took a *siesta* which passed into a deep sleep. When I recovered consciousness it was with a curious, vague sense of having slept a very long time—an age, in fact. True, the articles I had brought with me were still there as I had left them, but they bore such signs of age as could be expected in that dry atmosphere, where articles might lie a hundred years with little more damage or decay than would be caused by a few days' exposure in the open air in a damp climate. What were my own feelings and appearance (as far as I could take note of my appearance) it is not my object here to describe.

I took my way down the mountain side to reach the haunts of men. As I came into a valley I struck what I knew to be a railroad, although it was somewhat different from any I had ever seen before. The rails were not of iron, but of a bright white metal, which I afterward learned to be aluminum, which was now produced even more cheaply than iron from the inexhaustible clay banks almost everywhere to be found. The ties were of a substance

resembling glass, but not transparent. This, I afterward learned, was a sort of glass very readily and cheaply made by fusing sand and lime, annealed by adding other materials which rendered it very tough and considerably elastic — a great advantage in lessening the jar of the trains. Also, I afterward found that this sort of road was little used except for freight, passengers traveling mostly by aerial conveyances. The invention of the cheap and ready production of aluminum, furnishing a metal almost as strong as iron and almost as light as cork, half solved the problem of aerial navigation. The old, huge, unmanageable, dangerous gas bag was discarded. Men took lessons from the broad-winged vulture, sailing high in the air, swiftly but seemingly without an effort; from the boy's kite, rising buoyantly, bringing its tail behind it, and tugging at the string withal; of the skillfully-handled yacht, sailing almost "in the wind's eye;" and they constructed their aerial cars with a system of inclined planes, broad, light and strong, which both guided and propelled them, raised and lowered them. But I anticipate.

Reaching the abodes of men, I learned that I had indeed slept very long. It was now the year 1976. The second American centennial exposition was now in progress in the city of Philadelphia. It was truly and in the broadest sense an *American* exposition, for the United States of America had expanded and solidified into United America. But no more with the politics than with the mechanics of the twentieth century has this article to do. Let me say only that I took passage by the aerial route for Philadelphia to witness the exposition, which summarized the history of the development of the American nation during its second century.

As we flew along in a northerly current of wind over the vast plains of Texas, I made the acquaintance of a fellow passenger — a venerable man — who told me that he was going to the exposition which signalized the close of the second century of the nation's life — a year which was also the close of the first century of his own life, for he was a centenarian. Like the ancient Hebrew lawgiver, "his eye was not dim nor his natural force abated." I had known one or two centenarians during the first centennial year, but he informed me they were quite a common thing now; for the science of life had progressed somewhat while the science of matter and of

force had made so great progress. I soon found that my venerable new friend was a man of great intelligence and originality, and deep and wide information.

Before this I had learned that the language I had known as the English was now spoken and printed in a manner considerably changed, and was called rather American than English. It had been changed not only by the introduction of new words and new senses to old words, but much more by being made entirely regular in both grammar and orthography in a way that would have unutterably shocked many of the scholars of the nineteenth century, whose conservatism in regard to the language is quite Chinese in its intensity and lack of reason. But not much more with the language than with the mechanics and politics of second American centennial have I to deal now.

I had begun to notice that not only was the system of weights and measures entirely new to me, and in part expressed by new words, but also the very system of numeration itself was changed, and new words had for the most part taken the place of the old. The new grammar and the new spelling had been slight novelties to me, but the tearing up of a system of numeration older than civilization itself rather shocked and staggered me. I asked and obtained a thorough explanation from my new old friend.

Said he: "Ah, yes; we now use the octuple method instead of the decimal method. Everything goes by eighths instead of by tens as formerly — everything from abstract numbers to weights, measures and money. Yes, we have had a hard fight and a long fight to introduce it; but it is worth the cost."

"But I thought the French decimal metrical system was going to win?"

"Ah, yes. You say you dropped off in 1883. Well, what were the principal objections you had heard urged against that system?"

Said I: "It could not be denied that, corresponding with the universally accepted system of decimal numeration, it made the labor of computation very small, almost nothing as compared with the irregular systems of the English and most other nations. But it was objected that the measurement of the earth's quadrant from which the French standard was obtained was inaccurate."

"A small objection," said my friend. "Its variation from the

utmost accuracy ever to be obtained by human means was too small to affect the ordinary affairs of weighing and measuring so much as the wear of a gold coin by circulation affected its weight and value."

"Again I heard it objected that although the theory is very convenient, in practice it was unacceptable to the common people, as its denominations could not be quartered and re-divided without fractions—a quality which the people seemed to demand in a system of measures either of quantity or value. Although calculations in the U. S. decimal currency were far easier than by the English money system, yet this lack of adaptability for quartering seemed to be a defect. In spite of the fractions and the ragged look of such numbers as 2½, 6¼, 12½, 37½, 87½ cents they were favorites with buyers and sellers. Similar, I was told, was the experience of those who bought and sold by the French metrical system of weights and measures."

Said mv friend: "You have touched the key of the whole matter. You have indicated the weak spot in the decimal numeration and the strong point of the octuple method. It was this lack of repeated, even and symmetrical divisibility which made the decimal system fail of perfection when applied in the way of weights and measures to the concrete numbers of every day life. It was this quality of repeated, even, symmetrical divisibility which gave its strong hold upon the common people to the old English system of weights, measures and money, despite its lack of harmony with the decimal system of numeration; despite its barbarous standards, such as grains of wheat and barley, men's feet, hands, arms and stature. Everything could be quartered and leave a lower denomination without fractions. A quarter of a pound sterling was 5*s.*; a quarter of a shilling was 3*d.*; a quarter of a penny, a farthing. But a quarter of a dime was 2½ cents: a quarter of a quarter dollar was 6¼ cents; a quarter of a cent was 2½ mills. A quarter of a yard was 9 inches and a quarter of a foot was 3 inches; but a quarter of a meter was 2½ decimeters; a quarter of a decimeter was 2½ centimeters. A pound, ounce, bushel, peck, gallon, pint, scruple, mile, all could be quartered without fractions. It was the common people's unconscious love of symmetry which made them prefer it to ease of calculation."

"I know," said I, "the government of the United States legalized the metrical system, but the people would not have it. The government of Mexico measured its distances in meters and kilos, but the people kept their *varas* and *leguas*. The government of Mexico measured with liters and weighed with kilograms, but the Mexican people still used their *costals* and *arrobas*."

My friend continued: "But the old English system was still defective. Very few of its denominations could be quartered and requartered down to unity. You could quarter a yard, pound, or shilling, but that quarter you could not conveniently quarter or even halve. The ancients had much to say about the 'perfect number.' Some held that number to be 3, others 7, others 9; but it is none of these. It is 8 — it is the octave — not only in music but in all numeration. It is the first cube above unity. Its half is the first square above unity. It can be halved and rehalved down to unity. Nothing of all this can be said of 3, 7, 9 or 10. Therefore is 8 better adapted for a standard than any other number. Two or 4 is too small for a measure; 16 is too large. Eight is large enough for a multiple and is more easily handled than ten. Its multiplication table is shorter and easier. The ancient savages instituted the decimal numeration by counting their fingers and thumbs. It was very unfortunate for the world that the singularity of the thumbs did not cause the primeval savages to omit those members from their numeration table. Counting the fingers only, they would have struck the perfect number, eight. Thus did those ignorant savages, ages upon ages ago, forge the fetters that shackle every transaction of commerce in an age of steam and electricity, and made standards whereby should be weighed the earth and measured the sun — yea, the universe. To replace the multiple of ten by the better one of eight was the most radical change which human science ever underwent. It was a hard fight and I am proud that I was one of the pioneers. That was long ago and I was young then. But did you never hear any other objection the American and English people had to the French metrical system?"

"Well, yes," said I. "They seemed to object to the names. Indeed, I remember that one member of congress, thinking to facilitate the introduction of the system, brought up a bill to popularize the names by substituting familiar English words for the Greek

and Latin terms. Some of the newspapers made great fun of this project by proposing some such table as this: 10 hunks make 1 gob; 10 gobs make 1 great gob; 10 great gobs make 1 right smart chance."

"Well, your congressman was blundering in the right direction and your editors were brilliantly ridiculing sound principles, as has often been the case before and since. Here again you have touched an important weakness of the metrical system, a weakness which has been avoided as far as possible in the nomenclature of the octuple system. The distaste of the English-speaking common people to the Greek terms of the French metrical system lies very deep in the genius of the language. The English is not to a great extent an inflected language, and its tendency has always been in the opposite direction. It is less inflected than any of the other principal languages of Europe and far less so than the Latin or Greek; and I believe this to be a mark of approaching perfection, aud not a defect, as some writers have deemed it. If inflection is a sign of perfection then the languages of the American Indians were far more perfect than the Greek or the Latin, for they were more highly inflected. More than a century ago it was seen that the English was becoming the prevailing language of the world. When freed from its former cumbersome and helter-skelter orthography, and its few grammatical irregularities made regular (thereby making its grammar infinitely more simple than that of any other language), its spread was much facilitated. Therefore it was desirable that the nomenclature of the octuple system should conform to the genius of the English language. So inflections were sparingly used. Short, distinct and familiar words were used where possible; but the possibilities in the last named quality are not so numerous as could be wished. In the matter of the names of numbers, we had to discard all above eight and make new names by combining the word eight with the names of the other numbers, compressing the combination into short and easily spoken words, as is the custom of the English-speaking common people. The names of the numbers above eight run thus: nait, twait, thrait frait, fivet, sixet, sevenet, twenet (two eights), triet, foret, fiftet· sextet, septet. Eight eights (written in figures 100) is called carraté, from the French *carré*, square (that is, square eight.) The

popular tendency, which I think will prevail, is to pronounce this word 'crate.' Eight times carrate is called cubaté (cube eight), and is written in figures 1000.

"Now for weights and measures. The quarter circumference of the earth from the equator to the north pole was divided into carrate degrees, each degree into carrate miles, the mile into cubate rods, the rod into eight meters, the meter into eight octaves, the octave into eight craiths (100ths). The craith is ninety-three hundredths of the French centimeter. In the measure of land carrate square rods make a rood, 4 roods an acre, carrate acres a quarter, 4 quarters a section and 4 sections a square mile. The cubic meter or stere is divided into cubate strepits (stere or solid pints); the strepit into cubate stepitos (diminutive of strepit). Twonet steres make a cord. In dry or liquid measure, the strepit is a pint, 4 pints 1 gallon; 4 gallons 1 bushel. Kegs, barrels and hogsheads are usually made to some multiple of eight gallons. In weight the cubic strepito of water is a gram, eight grams one dram, eight drams one ounce, eight ounces one pound, four cubate pounds one ton.

In the matter of money we took the standard American dollar and divided it into carrate quads; eight quads make one bit."

This reminded me that the national coinage of Mexico had been of multiples of eight. What we called the Mexican dollar they called eight reales and subdivided the real by halves, quarters and eighths; eight dollars made an onza, and sixteen dollars a doubloon — double onza; though the northern states of Mexico had begun to conform their coinage to that of the United States. I had been accustomed to keep my accounts in dollars and reales, using the reales in the same shape as decimals of a dollar, but carrying one for every eight instead of one for every ten. This I found much more convenient than to write the reales as twelve and one-half cents.

After considerable figuring, I constructed the following tables. Let the reader note that the column on the right giving the equivalent in the English standard is by the decimal notation, but on the left the figures "10" read "eight;" "100," "carrate" (64); and "1000" is "cubate" (512):

LINEAR MEASURE.

10 craiths	=	1 octave	=	2.93 inches.
10 octaves	=	1 meter	=	23.46 inches.
10 meters	=	1 rod	=	15.64 feet.
1000 rods	=	1 mile	=	8009.22 feet.
100 miles	=	1 degree.		
100 degrees	=	earth's quadrant.		

SQUARE MEASURE.

100 sq. meters	=	1 square rod	=	244.7 sq. feet.
100 sq. rods	=	1 rood	=	15661 sq. feet.
4 roods	=	1 acre	=	230.97 sq. rods.
100 acres	=	1 quarter	=	92.04 old U. S. acres.
4 quarters	=	1 section.		
4 sections	=	1 mile.		

CUBIC MEASURE.

1000 strepitos	=	1 strepit	=	25.13 cubic inches.
1000 strepits	=	1 cu. meter.		
20 cu. meters	=	1 cord	=	119.13 cubic feet.

MEASURES OF CAPACITY.

1 strepit	=	1 pint	=	25.13 cubic inches.
10 pints	=	1 gallon	=	201.03 cubic inches.
10 gallons	=	1 bushel	=	1608.25 cubic inches.

WEIGHT.

10 tersagrams	=	1 sectagram.			
10 sectagrams	=	1 ethagram.			
10 ethagrams	=	1 gram	=	12.41	grains Troy.
10 grams	=	1 dram	=	99.89	grains Troy.
10 drams	=	1 ounce	=	1.8	oz. avoirdupois.
10 ounces	=	1 pound	=	.908	lb. avoirdupois.
4000 pounds	=	1 ton	=	1859.4	lb. avoirdupois.

It will be seen that many of the familiar words in the octuple system, though approximating the quantities represented by the same words in the English system, yet vary considerably therefrom. My friend informed me that this variation had been far less of a stumbling block to the people than would have been the substitution of new words. To all but those long trained in weighing and measuring, the words convey only an approximate and not a very accurate idea of the quantities which they represent.

But by and by the car seemed rising to a great height. The light grew dim. The rarefied air produced not only chilliness but lethargy, and gradually unconsciousness.

I again returned to consciousness. This time it was in the cleft on the mountain peak where I had eaten my dinner. The sun had gone behind the mountains, and with his absence it had become chilly, and I was quite cold and very wide awake. But the substance of all I have written above was as plain as a printed page in my mind. It seemed somewhat like to, but yet far more vivid than those seeming glimpses we sometimes get of an experience and a knowledge previous to this life. Was it a prospection of the spirit, or was it only a dream occasioned by hard *tortillas* and strong coffee? *Quien sabe?*

SCHOOLS AT WEST DEPERE—HELPS AND METHODS.

BY S. W. WILLARD.

[A. O. Wright, the efficient secretary of the state board of charities and reform, hands us the following communication, addressed to himself, which we are sure will interest our readers. Sec. Wright, in a note, says: "Having been much interested in some unusual phases of educational work in West DePere, on a recent visit there, I asked Mr. S. W. Willard for a statement of them, which he has kindly written. He modestly omits to mention the very fine collection of western birds — the largest of which I have any knowledge, in the state — belonging to himself, which is placed in one of the school-rooms for the constant instruction of the pupils, and the fact that he is president of the scientific circle of which he speaks. Mr. W. has made the birds of north-east Wisconsin a special study, and has helped by example and precept to direct many of the young people of DePere to the study of nature. Other young men and women in our smaller cities and larger villages may, perhaps, find a hint here which will be of service to them."— ED. JOUR. OF ED.]

The subject of Education is a vital one and it is with pleasure that I sketch the methods and sytems employed in our city for furthering its ends.

In the pioneer manufacturing towns of our state are many families whose lives are destined to be one of labor and whose homes are not adorned with libraries or the current periodicals. The children of such families attend school barely long enough to acquire the rudiments of an education. The impression left upon the

scholar by this short school experience is extremely vague and unsatisfactory. He secures a position in some factory or machine shop and the former impressions become more and more indistinct; he perhaps has learned to read, and if his associates be congenially inclined he soon begins to devour the popular literature of the day, that is found everywhere throughout our depots, news-stands, club and reading rooms. The selections depending greatly upon the tastes both acquired and inert in the scholar.

This is one point for education, and after a short lapse of time is about the only advantage the scholar has derived from his short schooling. He naturally then, when conversing upon this subject associates the art of reading with education and sees no other profit to be derived from it.

Paragons in learning are constantly brought to his notice, as the results of education but even in them he sees nothing so very remarkable; they may be good penmen, but he sees in his vocation no especial benefit of penmanship; they may be good orators, but being of a diffident disposition, he has no desire to become an orator, for he distinctly remembers that the teachers usually selected the good speakers whenever a "gala-day" occurred. They may be well off financially, but as yet he notices no direct connection between the acquirement of wealth, and education. He perchance picks up a work of science or history and is told that this is one of the results of education, the author being Mr. So-and-So of world wide fame. This he must acknowledge, but in despair at his apparent ignorance he resumes his daily work, with a strong conviction that his grappling with education has proved a failure and the good to which he was being urged was too far distant for him ever to obtain. But he is bright, original, and full of vim, and after accepting his situation he goes to work without a murmur. His thoughts about education and publicity have vanished and day in and day out he continues his manual labor.

Now should his occupation throw him in contact with various tools and curious materials his genius is aroused, and by asking questions of his superiors he soon discovers that innumerable objects of interest are about him. Some day he picks up something of a strange appearance, which cannot be identified by the person usually so ready on all former occasions. He asks others, but in

succession they, too, fail to respond to the query; but being of a persistent, inquiring mind, he perchance asks his former respected teacher, who kindly turns to a book and in a few moments explains to him the character and origin of the article in his possession. From now on his education progresses; he sees a new value in books; he appreciates probably for the first time the importance of knowledge; and with a renewed determination he casts aside his novels and "Lakeside musings," and in their place puts works of reference which continually inspire him with a new ambition. If possessed of vivid imagination he sees that the author of the much esteemed work is not a distant, ostentatious sort of person, but as patient a worker as himself. The book is merely a record of his pursuits and observations.

Continuing his work and studies he, if industrious, soon opens up a new field of research which has so many charms that he deeply regrets the many years of his earlier life that were wasted away before he mastered the great problem of education.

From these works of reference he departs at times into other branches of literature, until even that subject, in its strict sense, has a new hold upon his future life.

Anticipating this, why not start the pupil upon the right track at once? Why not put ourselves in their rank, and with our experience impress upon their minds, from a standpoint not beyond their comprehension, the *importance* of an education.

The school board of West De Pere has been working for some years with a purpose closely related to the above. They have annually voted one hundred dollars for a school library, selecting as the material, standard works of every class. To these the scholars have full access, even the privilege of taking them to their homes being granted. A laboratory in the basement of the building, fitted with necessary chemical apparatus is also provided, not for the school alone, but for a class composed of graduates, teachers and others, that meet there at regular times to study and experiment in the mysteries of common chemistry. Another room has been granted as a Natural History Museum, which the scholars and their friends have already filled with curiosities of many kinds; birds, minerals, nests, shells, woods, ores and insects comprising the great bulk.

But the efforts of the board do not stop in the school room. No, far from it! Mr. W. A. Bingham, the clerk and executive officer of the board, instituted an "Educational Department," in the Brown County Fair, where nearly one hundred dollars is annually distributed among the schools and scholars throughout the county for competitive work in branches daily taught in our schools.

Besides lending assistance in the above, the Board fosters and encourages two so called "Agassiz chapters," which, in my estimation, are of inestimable worth in directing and giving full sway to the originality and genius of the younger learners. These chapters meet once in two weeks, not at the accustomed school room, but at the homes of the various members. Objects of natural history are collected; short papers on practical subjects are prepared and discussed by even the youngest. A new interest in nature is awakened, and voluntarily the habit of observation and thoughtfulness is formed, and by the comparison of familiar objects, and stimulated by unrestrained conversation, the little ones see education in its true light, without the repugnance of abstract, unappreciative studies.

As the Board wisely selects as teachers persons interested in the real welfare of the scholars, there is no difficulty whatever in arranging the school room work so that it will move hand in hand with that of the outside organizations. Mr. A. P. Delaney, the principal, tells me that in Geography alone the scholars show the rich benefit of an association with objects of Natural History and of discussions on every-day subjects that occur in our Agassiz chapters. Regarding indefinite boundaries, the location of cities with unpronounceable names, or the intricate course of our smaller streams no especial interest is aroused; but respecting the products of countries, the effects of meteorological occurrences, and the distribution of plants and animals, the scholars are well posted and intensely interested, and as he says where a voluntary interest is awakened there is not the least difficulty in the scholars grasping even the most subtle truths. But why this difference? Why are some subjects of such interest as compared with others?

My experience in Agassiz work has clearly demonstrated that the subjects of interest, and those that leave a fixed impression upon the child, are those that the pupils enjoy, and which at some time

have been intimately associated with the advantage of an education, and hence to them reveals more than any other study.

These are the subjects that should constitute the child's first course, as we all know that if the inert originality and genius does not show itself in these favored studies, it never will come even to the surface in studies, the mere mention of which brings a shudder over our indifferent pupil.

Another organization akin in character includes twenty-five persons, workers in the arts and sciences, which meets in West De Pere once every two weeks to read papers and discuss new ideas and discoveries in the various branches of science, of which each member has his or her specialty. Included in this "West De Pere Scientific Circle," are the parents of a number of the pupils of our public schools, who, upon returning home from a hard day's struggle, find their father, or perhaps father and mother too, pleasantly engaged in discussing some paper that one or the other is preparing, or that has been prepared and read at some previous meeting. Who will deny that this little child is not encouraged by the co-effort of her parents in a work that usually is peculiar to the children alone? Will not the pupil enter upon the next day's work with renewed vigor and perfect satisfaction?

A free lecture course, in which Dr. Walter Kempster and yourself have kindly taken part, was instituted by this circle, to still increase and bring together those especially interested in this public instruction, and to these a formal invitation was issued.

These educational organizations should be encouraged by the educators of the state, as without them our school system is not complete.

SELECTED.

LANGUAGE IN THE PRIMARY GRADES.

BY J. R. FRENCH, NEW HAVEN, CONN.

It is a noticeable fact that pupils in the higher grammar grades often obtain a vocabulary of a very limited range. When put upon their own resources to describe the most familiar facts in American

History, they are at a loss for words, and seem to be ignorant of them. Nor is the cause far to seek. Their school training has been conducted on a plan which requires a parrot-like repetition of book words, the full meaning of which has not been understood. They have become in one sense, mere "recitation machines." It has been taken as granted that training in the practical *use* of language is almost entirely the work of teachers in the *upper* grades. In the *lower* grades the crank turns and the wheels move on smoothly in the memorizing of so many words a day from the speller, a definite number of "map questions" in geography, and a regular allowance of rules and definitions in arithmetic, with an occasional exercise in parsing and analysis. The result of this training is that the word "composition" brings a sigh to almost everv high school pupil. How shall we correct this? Language, certainly, is at the basis of all instruction. Make its acquisition attractive, and the difficulties attendant upon it will be greatly lessened. Every ingenious teacher can devise methods and no *one* method can be stamped as infallibly the best. The following method, then, is only suggestive. Reading is first to be taught. To acquire it, *three* things are necessary, viz.: *ideas*, *signs*, *sounds*. Pupils come to us with ideas, and with the habit of using the words which represent them. They know a "*box*" when they see it, and will recognize the picture of one when placed before them. They only lack the knowledge of the *sign* by which we represent it. To teach the word, we may show the object, or the picture of it, and ask the child to name it. Writing the word on the board, we can then explain that it is a sign which stands for "box." Whenever he sees that sign, he must know that it says "box" to him as plainly as though it had a real voice. Questions upon the qualities of the box may bring out such words as "red," "deep," "round," etc. Let familiarity thus be gained with many words before attention is called to the separate letters. Meantime, he can be taught to imitate these signs with reasonable accuracy on the slate by writing short sentences containing them. After a little, he may be brought to understand that each word is made up of letters, each one of which has a language of its own. Thus with the word "See," show that "S" says "ess," and "e" *(long)* says "e," while the second "e" says nothing. This brings a curious

thing to his notice, and he may then be shown that *silent* letters are sometimes indicated by a fainter type. Thus all the different signs will be quickly and almost imperceptibly conquered. All reading exercises at the outset must be conducted by conversation, and without books, so that the child's vocabulary is *gradually* extended and *natural* expression cultivated. Make the child know that he is not reading if he does not take in the *ideas* which the words express. After three or four months drill with script on the slate and blackboard, he will readily take up the printed page and read intelligently. By degrees, an advance may be made to the *dictation* of short sentences. Insisting here on the correction of all mistakes, you will ere long attain satisfactory results.

In the next grade require pupils to make lists of objects in the room, and then write sentences about them. In this connection the teacher may increase their vocabulary by bringing various articles of adornment into the room and questioning about them. We may also take advantage of their observing powers and keep their senses on the alert, by frequently questioning about things out of doors, which they see, but do not notice. Let them find leaves that have *ears* or that look like shields, hearts, or spades. Ask a child if he knows of an animal that wears eight shoes, or if he has seen an insect that builds his tent on leaves in order to destroy them. Great use can be made of pictures which help to cultivate an artistic taste and develop the imagination.

The careful description of objects will be best attained by object lessons. Question with regard to some substance or object given to them, and arrange their answers by topics on the board. Then require them to write out the substance of the lessons presented. Bearing in mind that "learning is self-teaching," we must draw answers from the class ingeniously, or prompt them by our questions to satisfy their curiosity by investigation out of school. With almost any common substance, such as leather, for instance, information may be coupled which involves geography, chemistry, natural philosophy or natural history. Describe some person, place or event and require them to reproduce their mental picture. Soon they will acquire confidence and invent stories for themselves. In all these exercises, both oral and written, great care must be taken that the language employed is in accordance with the re-

quisites of good English construction. Only by persistent instruction and good example can the ability to write good English be acquired.

A distinguished educator lays down these axioms:

"Speech is acquired by imitation."

"Imitation precedes originality."

"Language precedes arithmetic."

"Grammar comes not *before* language but *after* it."

EDUCATIONAL DECALOGUE.

The following fundamental principles of education are given by President Edward Brooks, Ph. D., in his Normal Methods of Teaching:

1. The primary object of education is the perfection of the individual.

2. The perfection of the individual is attained by a harmonious development of all his powers.

3. These powers develop naturally in a certain order, which should be followed in education.

4. The basis of this development is the self-activity of the child.

5. This self-activity has two distinct phases; from without inward,—receptive and acquisitive; and from within outward,—productive and expressive.

6. These two phases, the receptive and productive, should go hand in hand in the work of education.

7. There must be objective realities to supply the condition for the self-activity of the mind.

8. Education is not creative; it only assists in developing existing possibilities into realities.

9. Education should be modified by the different tastes and talents of the pupil.

10. A scheme of education should aim to attain the triune results, —development, learning and efficiency.

TEACHERS' DECALOGUE.—1. In education, culture is more than knowledge.

2. Exercise is the great law of culture.

3. The teacher should aim to give careful culture to the perceptive powers of the child.

4. The teacher should aim to furnish the memory of the child with facts and words.

5. The memory should be trained to operate by the laws of association and suggestion.

6. The power of forming ideal creations should be carefully cultivated.

7. The mind should be gradually led from concrete to abstract ideas.

8. A child should be gradually led from particular ideas to general ideas.

9. A child should be taught to reason, first inductively and then deductively.

10. A child should be gradually led to attain clear conceptions of the intuitive ideas and truths.

SCHOOL MATTERS IN ENGLAND.

BY CHAS. W. SUPER, ATHENS, O.

There are some things in the English public school system, to which attention may very properly be called here. My observations have been confined chiefly to London; but its schools are conducted in the main like those of other large cities in England, some of which they do not surpass in excellence. The code of regulations now in effect was adopted in May, 1882, and all quotations in this paper are from the document of that date.

England has no free public schools. As compulsory education is pretty stringently enforced, there are of course a good many children whose parents are too poor to pay tuition, and in such cases it is remitted by the board of education. The minimum weekly tuition fee for each child is two cents; the maximum, eighteen cents. As the law however compels children to attend only "half-time," they are required to pay no more than half tuition, except in the lowest grade. The head teacher in each department is charged with the duty of collecting the fees. As an offset to this, the pupils do not furnish their own books, these being, in

most cases at least, provided by the boards of education. In London, there is in vogue a system of prize-giving, by which pupils may earn books as rewards of merit. Each pupil that has attended punctually for one quarter receives from the head teacher a card of which the pecuniary value in books or work-boxes is from six to thirty-six cents, according to the grade of the school. Only girls in the advanced classes are allowed the option of work-boxes. But teachers may withhold from pupils the rewards earned by punctuality if their conduct in other respects has been unsatisfactory. Thus, while there are no free schools, so-called, children may not only receive gratuitous instruction, but earn articles of value in addition.

On the subject of punishment, I can not do better than quote the words of the code: "Every occurrence of corporal punishment must be formally recorded in a book kept for that purpose. Head teachers must exercise the utmost caution in inflicting corporal punishment, so as never to strike a child on any part of the head, either with the hand or any instrument whatever. Corporal punishment must not be inflicted during school hours. The name of any child to be punished shall be put down, and the cases of corporal punishment be dealt with at a particular time set apart for the purpose. Head teachers may inflict immediate corporal punishment in exceptional cases, which, in their judgment, require such a course; but a special report of each case must be made by them in the punishment book, giving in full the reasons for departing from the ordinary rules of the board. Assistant teachers and pupil teachers are absolutely prohibited from inflicting such punishment. The head teacher is held directly responsible for every punishment of the kind."

I found among the London teachers, and also in the board, a strong sentiment against the infliction of corporal punishment. Some teachers with whom I conversed seemed to take pride in showing that their punishment books contained but a meager record. An instance was related to me of a school in the East End of London, attended chiefly by the children of the worst and lowest classes, which had caused the authorities a great deal of trouble because no teacher would remain long in charge of it, even if some would go so far as to try. At length, with considerable difficulty,

the services of a lady were secured who had made an exceptionally fine record in another part of the city. She at once wholly discontinued the infliction of corporal punishment, and by the mere influence of her admirable tact and skill in school government, had transformed the school into one of the most orderly.

As a rule, teachers in England are not employed independently who have not attended a training school and served an apprenticeship to some older teacher. Head teachers may have in charge as many pupil teachers as they can oversee, but cannot receive pay for more than six. Naturally those teachers who have the best reputation are most sought by those intending themselves to enter the profession. Pupil teachers pay for this instruction — males twenty-five dollars, females twenty dollars, per annum — and head teachers whose services are in demand may thus considerably increase their income. The absurd notion, so prevalent here, that any young person who knows a trifle more than other youth is a proper and fit person to teach them independently, has no defenders on the other side of the Atlantic, so far as my observation has extended.

The teacher's income may be made up from one or more of the the following sources: 1. A fixed salary, paid monthly. 2. A share in the government grant. 3. Payment to head teachers from pupil teachers. 4. Payment for instruction in drawing. As to point 2, it needs to be said that once a year regularly all the pupils are individually examined by a government inspector, and the teacher receives a pecuniary allowance for each one found competent to pass into the next higher grade. In some cases a teacher may take a school at a fixed annual rate without regard to the report of the inspector, but generally the sliding scale, or payment according to success, is found most efficient to secure the best work. In the lower grades there is not much difference between the salaries of males and females, usually about twenty-five dollars, up to a maximum of four hundred dollars. Beyond this the difference is greater, so that where a male head teacher receives five hundred and fifty dollars, the female receives but four hundred and fifty. Going still higher, when a male receives ten hundred and fifty dollars, the female teacher of the same grade receives but seven hundred and fifty. As a part of the fixed salary is reckoned

the annual increase made upon each "good report" which the teacher receives from the inspector. This increase is fifty dollars for a male teacher and thirty for a female. The apparently unjust discrimination arises from two causes. The older male teachers, those whose wages are highest, have more frequently families to support than the females; the supply of the latter is much greater than of the former, and their services can be obtained for less money. A very large number of ladies find employment as public school teachers in England. No part of the English system appears to me more worthy of imitation than to pay according to success. And the teacher has usually a very competent judge to decide whether he has succeeded, as the inspectors are always the best educated men that can be had, and the position is so well paid that men of ability seek it. Besides, his relation to the teachers of his district is such that he can have no interest in keeping any of them back. It is too often the case under our system of union schools that boards feel themselves limited in the expenditure of money; and in such cases, the superintendent, if a shrewd manager, succeeds in getting the lion's share, while the remaining teachers are put off with what is left. And yet the schools are probably none the better for the disproportionate salary and nominal oversight. From the commencement of his career, the English teacher has before him strong incentives to do well, and he may win prizes in two or three different directions each year.

The English system is largely based upon the German, though that has not been slavishly copied. The English people deserve great credit, not only for the zeal with which they have already entered upon the improvement of public education, but also for the judgment they have shown in adopting whatever is good in the systems of other countries. Consequently the uniform improvement of their schools has been greater in five years than that of Ohio in four times five, though Ohio has doubtless some as good schools as England's best.—*Ohio Educational Monthly.*

He who has nothing to do, is the very one who never has time to do anything.

SUGGESTIONS ON COMPOSITION.

1. See that the pupils have thoughts to express before they attempt to express them. The first essential is that the child has something to say on the subject selected before he attempts to write.

2. Have your pupils express their thoughts in correct language, and always in such words as they understand.

3. Do not insist that their language shall consist of monosyllables. Monosyllabic language may be strong, but language needs to be beautiful as well as strong. A judicious intermingling of words of various lengths is the most harmonious arrangement as well as the most expressive.

4. Encourage pupils to read, and then to reproduce what they have read, either in newspapers or in the works of standard authors.

5. Encourage them to refer to the dictionary whenever in doubt as to the correct meaning or the proper application of a word.

6. Encourage them to read the best and most classic authors, to discover, if possible, the essentials which make their style pleasing. Reading literature of a captivating style will tend to give one power to form a pleasing style of one's own.

7. Ease of expression may be acquired by constant practice, but also by copying and memorizing the productions of the elegant writers in one's own language. We naturally imitate the style of those writings with which we are most familiar, and their methods of expression to some extent model ours.

8. Give occasional exercises in transposing poetry to prose. This will require the learner to remodel many of the sentences and express them in a different form.

9. Exercises in paraphrasing are excellent. Let the pupil take some popular proverb and write an explanation of it.

10. See that the pupils do not attempt to select subjects beyond their comprehension. Encourage them to be original by having them write only on such themes as they understand, in having them express themselves naturally, and by giving them proper praise for even their humblest efforts.

11. Encourage your pupils to correct and rewrite what they have written, and prune, until they express themselves in the best possible manner.

12. Lead your pupils to see that composition is only telling or writing what they know or think on any subject.

13. Make your composition-exercises interesting by having variety. The teacher is often able to create interest by giving a five-minute exercise; that is, by allowing the pupils five minutes to express themselves on a given subject.

14. Let your criticism be generous. Harsh criticism, particularly in the composition class, tends greatly to discourage the child and disgust him with the exercise.

15. See that the compositions of your pupils are expressions of thought, and not a mere string of meaningless sentences connected by a series of conjunctions.

16. See that their sentences are not ambiguous, and that they do not violate the rules of grammar and rhetoric.

17. Let the writing be exact. Where the wrong word is used call their attention to it, and in this way aid them in discriminating accurately the nicer shades of meaning in words.

18. Teach accurately the meaning of the various classes of sentences, and show the pupils the use of paragraphs and how they should begin.

19. Have your pupils write abstracts of stories they have read, also imaginary stories.

20. Give them practice in writing news events for the press, whether they be forwarded to an editor or not.

21. Have them write short scientific articles; this will both give them a review and train them to think and compose with special accuracy.

22. Let them write descriptions of imaginary voyages, in which they can employ their knowledge of geography and history.

23. When the pupils in a class are not all required to write on the same theme, place a number of suitable subjects on the blackboard, and let them select from these.

24. Train them to outline or analyze the topic which they select before they begin to write on it.

25. Encourage them to think over each point in the outline carefully before they attempt to write. This will do more than anything else to lead them to think for themselves.

26. In the preparation of the more extended essays pupils should

be trained to observe closely and reflect intently before giving their thoughts expression.

27. In the collection of material, pupils should read also the thoughts of others; these will arouse new thoughts in their own minds, and make their writings all the more valuable.

28. The student preparing to write should be encouraged to carry a note book, in which he should jot down such thoughts with reference to his subject as may occur to him from time to time.

29. When once the analysis of the topic has been made, the student should select only those parts which seem most important, and dwell on these, but without repetition of either thought or language.

30. Let the teacher by all means cultivate among his pupils a taste for good reading and pure literature. Let him give such culture to his pupils as will create in them a desire to read for themselves what is beautiful and interesting in the writings of others, and, having once secured this result, he need have little fear as to their success, not only in the department of language, but in every other department as well.

31. Remember that the daily exercise in written expression of thought is much more valuable than the formal semi-monthly compositions prepared for an occasion.

32. In the correction of compositions it is usually better simply to indicate the error than correct it; by this plan the pupil will be enabled to correct most of his own errors, and when not able to do so, it will be time for the teacher to suggest the proper correction.

Some teachers prefer to indicate the sort of correction to be made, whether in spelling, capital letters, or otherwise, but in general it will be found best simply to indicate that an error has been made, and let the pupil discover it for himself.

Some of the errors may be written on the board for the class to criticise and correct. When such a plan is pursued, the teacher should never be so inconsiderate as to permit any pupil to know from whose compositions the errors have been gleaned. In general, those errors which are likely to be made by all or most of the members of the class should be placed on the board.—*A. N. Raub.*

Where there is much light the shadow is deep.

WHY DO CHILDREN DISLIKE HISTORY?

BY THOMAS WENTWORTH HIGGINSON.

It has always seemed to me creditable to the brains of children that they dislike what we call the study of history. It is surely unfair to blame them, when they certainly like it quite as well as do their parents. The father brings home to his little son, from the public library, the first volume of Hildreth's United States, and says to him, "There, my son, is the book for you, and there are five more volumes just like it." Then he goes back to his *Sunday Herald*, and his wife reverts to *But Yet a Woman*, or *Mr. Isaacs;* both feeling that they have done their duty to the child's mind. Would they ever read through the six volumes of Hildreth consecutively for themselves?

Yet it needs but little reflection to see that no study is in itself—apart from the treatment—so interesting as history. For what is it that most interests every child? Human beings. What is history? The record of human beings, that is all.

We are accustomed to say, and truly, that every child is a born naturalist. But where is the child who would not any time leave the society of animals for that of human beings? Even the bear and raccoon are not personally more interesting to the country boy than the endless tales of the men who trapped the one and shot the other. The boy by the seaside would rather listen to the sailors' yarns than go fishing. Even stories about animals must have the human element thrown in, to make them fully fascinating; children must hear, not only about the wolf and his den, but about General Putnam, who went into it; and they would rather hear about Indian wars than either, because there all the participants are men. The gentlest girl likes to read the *Swiss Family Robinson*, or to dress up for a "centennial tea-party." But early Puritan history is all *Swiss Family Robinson*, with many added excitements thrown in; and the colonial and revolutionary periods are all a "centennial tea-party." If we could only make the characters live and move, with their own costume and their own looks, in our instruction, they would absorb the attention of every child.

It is idle to say, "But the children prefer fiction to fact." Not at all; they prefer fact to fiction, if it is only made equally inter-

esting. The test is this: Tell a boy a story, which he supposes to be true, and then disclose that it is all invention. If the boy preferred fiction to fact, he would be pleased. Not at all; he is disappointed. On the other hand, if, after telling some absorbing and marvellous tale, you can honestly add, "My dear child, all this really happened to your father when he was little," or, "to your respected great-grandmother," the child is delighted.

In truth, the whole situation, in respect to history, is described in that well-known conversation between the English clergyman and the play-actor. "Why is it," asked the clergyman, "that you, who represent what everybody knows to be false, obtain more attention than we who deal in the most momentous realities?" "It is," said the actor, "because you represent the truth so that it seems like fiction, while we depict fiction in such a manner that t has the effect of truth."

The moral of it all is, that the fault is not in the child, but in us who write the books and teach the lessons. History is but a series of tales of human beings. Human beings form the theme which of all things is most congenial to the child's mind. If the subject loses all of its charms by our handling, the fault is ours, and we should not blame the child.

A GEOGRAPHY LESSON — WHAT BUILDS CITIES.

If explorers were in the Gulf of Mexico seeking a way into the continent, they would find the natural highways, the rivers, generally of limited value. They could ascend a few miles into the interior by streams east of the Mississippi, and to still more limited distances by streams still further to the west. A navigable mouth of the Mississippi was not readily distinguishable in early days in the labyrinth of swampy courses through which the water of the great river oozed out to the sea in a coast line of over two hundred miles. It was not by entry of its mouth that the river became known; but it was by explorations downward that the importance of the Mississippi came to be known, and the histories reveal the lamentable fate of La Salle's party endeavoring to enter the river after having learned what a mighty channel traversed the interior

behind the coast swamps. Cities of local importance have grown up at the head of navigation on the small rivers of the gulf states, and Mobile, on a bay readily accessible to a comparatively wide stretch of country, has become a prominent city. Its relative importance has been modified by the introduction of artificial highways, by which the locomotive takes away much produce that once found its way to Mobile for water transportation to distant markets.

As settlement in the Mississippi valley demanded accommodation near the mouth of the river where the river craft of various kinds could transfer their loads to ocean vessels, no spot could be found on which to build immediately adjacent to the gulf. New Orleans began one hundred miles from the mouth and has grown to its present stage through the imperative necessity of having such a place of exchange as near the mouth of the Mississippi as possible. It has been subject to the disadvantages of a site hardly out of water at ordinary stages of the river, especially one sufficient for the growth of a large city; to the unwholesomeness of semi-tropical swamps, and to the embarrassments arising from the constant shifting of channels at the mouths of the river, and the incessant formation of bars which often prevented the access of ocean vessels of shallow draft. Cellars, underground cisterns, and even excavated graves for the dead are not generally available. Yellow fever and other malignant diseases threaten the immigrant. Of late years the jetty system has kept a good channel available at one of the river mouths. Special care as to cleanliness of the city has reduced the risk of local disease. Modern commerce demands the accommodations afforded there, and while those who first settled there may not have analyzed their motives so clearly as to recognize it, it was this demand that made settlement there possible amid all the obstructions that beset them. The same points are illustrated in less degree at Cairo, Illinois. The commerce of the Ohio and Mississippi rivers demanded a series of warehouses, unpretending wharf boats, or even less formal structures at first, and a little city has grown up where it was not wholly a joke that town lots were surveyed by men in boats sounding with long poles. Except for the levees or artificial embankments Cairo would be overflowed in each season of very high

water. Between Cairo and the mouth of the Mississippi there is not a single eligible site for a town on the west bank of the river. Helena, Arkansas, is built on this bank, but the water is sometimes several feet deep in her streets. On the eastern side of the Mississippi, below the mouth of the Ohio, commanding bluffs closely approach the river at various points, affording safe residence ground with opportunity to transact business upon the river. Thus it is at Memphis, so severely scourged by yellow fever directly traceable to neglect of drainage, especially of a swampy spot upon the bluff, and now become historical for the terrible mortality caused and for the thoroughness of the remedies at last applied. Vicksburg has a like situation. These southern cities have felt the weight of the general adversity of war far more than northern cities, but they are still relatively important. In the recuperation of the south under modern trade and manufactures considerable modifications of the comparative relations will be developed. Atlanta, Georgia, capital and railroad center; Nashville, Tennessee, a capital of beautiful situation, reached by way of the Cumberland river or by railroad, and San Antonio, Texas, a border trading post whither the traffic of many railroads tends, are just now prominent. Those cities which have been built mainly by artificial influences are more open to adverse fortune by changes of the current of traffic or in investments than those which have a permanent possession of natural advantages. It is safer to record what has been done than to foretell what will be, but the possibilities of Nashville may be outlined. It is on a navigable river. It is in the midst of a very fertile country producing the grains of the north and the tobacco of the south. Good timber is accessible. Coal mines and iron ore beds and quarries of building stones are within reach. It has a healthy location of considerable variation in elevation, making beauty of situation. All these are natural endowments underlying its selection as the state capital and as a railroad center, which, rightly used, promise a permanently important position.

You cannot dream yourself into a character; you must hammer and forge yourself one.

LESSONS IN LANGUAGE.

[By request we republish the following list of incorrect forms of speech often used. Supt. Hinsdale, of Cleveland, calls the attention of his teachers to this list as very valuable. The teacher may write them on the blackboard where they can be studied. The pupils should have little blank books in which these forms are copied, as well as others that they may notice. These will train the eyes of the pupil; he must learn to criticise himself.—ED.]

"When a *person* talks like that *they* ought to be ashamed of it;" "I *hain't* forgot;" "So many *spoonfull;*" "They came to see my brother and *I;*" "Between you and *I;*" "The man *whom* they intend shall do that work;" "I thought it was *him;*" "I knew it was *her;*" "One of the balls *were* struck;" "Either of them *are* too old;" "Everybody has a right to express *their* mind;" "These kind of grapes are not good;" "I shall go and *lay* down;" "The books are *laying* on the floor;" "I *laid* abed;" "He *set* on the bench till sundown;" "I should have *went;*" "You *done* wrong;" "I have *drunk;*" "They have *began;*" "They *hadn't* ought to;" "*Says* I;" and "I *says;*" "I meant to *have called* there last night;" "If you had *have* sent me word;" "I have *got* the book in my library;" "I like it *equally* as well;" "We are going to town *for* to see the pictures;" "The student said it and repeated it *again;*" "Returning *back;*" "The fruit was gathered off *of* that tree;" "I will think *on* thee, love;" "More than you think *for;*" "*Who* was the proposal made to?" "He or his nephew *have* signed the paper;" "Henry or John *are* to go there to-night;" "I don't know *but what* I shall sail;" "Kate *seldom ever* uses the wrong word;" "Cold water is a *preventative;*" "Please cut it in *half;*" "She has married a man with *lots* of money;" "He got *loads* of compliments;" "They say he *enjoys bad health;*" "*Corporeal* punishment;" "The professor *learnt* us German;" "You have *sown* this seam badly;" "The *two first* verses;" "Susan is the handsom*est* of the two;" "Mary writes as Jane would have *wrote;*" "Neither smoking *or* drinking allowed;" "Her husband is *covetchus*;" "*Belov'd* brethren" and "Their daughters were belov*ed;*" "He is *forsook;*" "Not *as* I know of;" "He has *trod* on my skirt;" "Have you *shook* the shawl?" "I only called to *price* your goods;" "He is quite as good as *me;*" "*Those people;*"

"*Was* you reading just now?" "I *see* him last Monday;" "They *have broke* the window;" "Give me *them* books;" "It was not *him;* it was *me;*" "The baby *has fell* down stairs;" "There is danger of a *drouth;*" "If I *was* rich I would buy a carriage;" "I *propose* to start to-morrow;" "We conversed *together;*" "I have seen for *this* twenty years;" "*Seldom or ever;*" "He is known *through* Europe;" "The river bank is *overflown;*" "It was no use *asking* him;" "*Who may you be;*" "Five *pair* of gloves;" "I *should* think James *was* the *tallest;*" "Fairly or *no;*" "They were all *drownded;*" "This shop *to let;*" "This room is twelve *foot* long;" "He lives *at* London;" "He left his books *to* home;" "*Such another* mistake;" "Give me both *of* those books;" "He plunged *down* into the stream;" "By the *latter* end of the week;" "*Because why?*" "They covered it *over;*" "My sister called and we *both* took a walk;" "A *new pair* of shoes;" "Combined *together;*" "Send me a *dispatch;*" "He went *unbeknown* to me;" "I *lit on* this passage;" "I was *necessitated* to do it;" "*Almost no* knowledge;" "*Somewheres* in the city;" "I fear I shall *discommode* you;" "Accused him *for* neglecting his duty;" "To *fly* the country;" "*I'm thinking* they will come;" "His conduct admits *of* no apology;" "A *gent* called to see me;" "You have no *call* to be angry;" "I *had* rather not;" "No *less* than ten persons;" "A *couple* of pounds;" "He is *noways* in fault;" "He is *like* to be;" "I am bald in comparison *to* you;" "The dinner was all eaten *up;*" "It fell *on* the floor;" "Six weeks *back;*" "Who finds him *in* money?" "Be that as it *will;*" "*Since when?*" "I saw it *in* here;" "That *ain't* right;" "My *every* hope;" "The wind *sets* that way;" "Nobody *else* but him;" "*Either* of the *three;*" "Neither the one *or* the other;" "The other *one;*" "*Above* a month;" "*Such another;*" "He was in *eminent* danger;" "Vegetables *are plenty;*" "They *mutually* loved each other;" "*Nowheres;*" "*Least wise;*" "*Up to the* scratch;" "*Down on* him;" "*Walk into him;*" "Is that *so;*" "*Did you ever?*" "*Well, I never!*"

Of course these inaccuracies are of different classes and degrees. Some of them may be excused in common talk, as betokening a kind of playful or humorous familiarity, the incorrectness being intentional, and as well understood by the speaker as the hearer.

DON'T HURRY.

BY W. N. HAILMAN.

Among the many vagaries of parental despotism, none is more harmful than the senseless haste in teaching children their letters. At a time when the little ones are still aglow with the first ecstasies of budding life; when their senses hang eagerly upon the varied impressions that greet them in delightful array on every side; when their growing minds enjoy the luxury of bringing more delightful order into this, of getting the mastery of the surroundings, of acquiring knowledge from first sources, and of training skill and gathering strength in self-active effort; parental despotism thrusts a dead book in the child's face with the peremptory order "Learn to Read!"

To the child this order means in most cases, "Give up all that is delightful to you, stop thriving, stop growing!" He has just commenced to appreciate the living book whose pages lay open before his delighted senses, and he is to exchange this now for meaningless tracing of printer's ink.

What interest can he have in reading? For what purpose will he use reading? What pleasure will he gain from the art? Does parental despotism ever ask these questions when it gives its whimsical order?

That it is occasionally moved by pity for its victims appears from the efforts it makes to lighten the wearisome task, to cheat the child, as it were, into liking the letters by making them seem what they are not — things of life. For this purpose parental despotism paints the hideous things on the blocks that form the child's delight; sticks them under the pictures that have to the child all the semblance of life; sweetens them even in the primer with beautiful, enticing engravings; and groups them into "nice little stories" that please the child's fancy or excite his sympathy.

Now, while all these things — except the barbarous letter blocks — may be in their places at the right time, has parental despotism ever reflected what harm they can do when presented improperly or at improper times? This is especially true of "nice little stories." Parental despotism has abducted the child from his living world, has robbed him of his dearest treasure, the free use of

his powers. These "nice little stories" with their life-like pictures bring to the delighted vision of the child a kind of mirage, in whose deceptive scenes he finds a weird pleasure to which he turns his dreamy eyes again and again in the hope of gratifying his hunger for life.

Reading begins to fascinate him; he reads and reads to please his fancy, which by dint of over-feeding or over-rousing becomes diseased, morbidly active, blinding him to the beauties and pleasures of real life, and making him the eager victim of the brandy literature of Frank Leslie and his competitors.

If he escapes this he will be sure to have more regard for books as sources of knowledge and pleasure than they deserve, and correspondingly less for the "Book of Life," and for the delights of independent investigation and of productive skill and work.

Reading, of course, must be taught, but as an art which enables us to have intercourse with persons far away, to profit by their experience in our own activity, to enrich and enlighten our knowledge with theirs, to become partners in their noblest thoughts, their deepest feelings, their highest aspirations.

Reading should not be taught the child, therefore, before his taste for independent work, his appreciation of his own powers, his faith in his own resources, are sufficiently strong to enable him to resist the charms of a morbid fancy. It should not be taught before he can make use of it for its legitimate purposes; and it should be taught him, though in ever so narrow limits, with constant reference to these purposes.—*American Teacher.*

THE TEACHING ART.

In glancing at the reports of the various normal schools one turns naturally to see what specific work is done by each to prepare the pupils to become teachers. Some normal schools take this position at the outset: there is no such thing as teaching one how to teach. In other words, they deny that teaching is an art. This reduces every such school to the position of a high school, and no small number are merely such.

Others give lectures or talks to the pupils that have some rele-

vancy to school-room work; the subject of moral influence is the one usually discussed. But even in these schools the main thing is to drill the pupils in text-book knowledge. The principle is: Rouse the pupil to self activity and he will be a good teacher.

A very few normal schools attempt to teach the art of teaching. They discuss the principles of the art daily until a firm foundation is laid in the pupil's mind. This is one source from whence real teachers come.

There is another source. Out of a thousand young men and women who began to teach ten years ago, and who for twelve months wasted the time of their pupils, a number saw they were really blind leaders of the blind. Some determined to come out of their darkness. Continuing to teach and to search for light, they stumbled upon certain rules of action at least. They found at least that when certain things were done in a certain way, the pupils were interested and got their lessons. Some having more of the scientific spirit than others (the scientific spirit being the desire to classify like objects) found fixed principles to guide their action. It is from this source the large part of the skilful teachers of the country have sprung. And in spite of the increase of the normal schools, from that source most of the skilful teachers are to come, for the schools have increased faster than the normal schools.

Thousands of teachers possess no acquaintance with the art of teaching, with them it is the art of hearing lessons. The young man who graduates as a physician is quite likely to follow as dull a routine as the teacher. He concludes a patient has malaria and prescribes quinine, or that he is bilious and prescribes blood-root, and sinks back into his old self again.

To acquire the art of teaching, the pupil must set to work to study daily and hourly the mode by which the mind acquires growth. Suppose a man had never heard of elimination of one of the unknown quantities of an equation; suppose he considers the matter, tries experiments, he will, if he goes on, reach at last the three modes by which it is done; then in solutions he will apply one or other of these. It is in this way the mind must work in attacking the problems of teaching.

The teacher has been told that spelling is to be taught by ar-

ranging the pupils in rows ("toeing the line" usually), and beginning at one end to "put out words" until all the words have been spelled. The thoughtful teacher will ask, *Why* do I do this? What is it to learn to spell? What position does the word stand in, in relation to the idea? etc., etc.

The questions that could be asked about this very simple (?) matter will set the teacher to thinking; many knotty questions will present themselves. But the teacher must ask and must answer them. In the same manner he will take up the subject of number. In this way he lays a foundation for the art of teaching, and it is the only way.— *N. Y. School Journal.*

THE BOOKS TO BE AVOIDED.

The Iowa *Normal Monthly* for December contains a valuable article on "The Public School Library and its Uses," by Superintendent H. Sabin, of Clinton, Iowa. We quote some hints on the books to be avoided:

There has been a great change in the character of books designated for children since Maria Edgeworth wrote "Harry and Lucy" and "Popular Tales," and Mary Russell Mitford wrote "Our Village." The wells which the servants of our fathers dug in their days, the Phillistines have stopped up and filled with earth.

The book which contains low slang phrases should be discarded; so should one which teaches by expression or inference any degree of irreverence for sacred things.

Do not place on the library shelf a book which teaches that it is smart to thwart the wishes of parents or teachers. "Peck's Bad Boy," outrageously disgusting in its incidents, and bad in its tendency, differs from some others, only in that its teachings are stripped of all disguises, and the stories are told in plain, bold English.

We ought also to throw out all books that tend to familiarize the child with the haunts of vice, or the ways of villains in our large cities. Vice will force itself into the presence of the child soon enough without any help from books. Pope's second thought was best when he wrote —

> "Vice is a monster of such hideous mien
> That to be hated, needs but to be seen;
> Yet seen too oft, familiar with her face,
> We first endure, then pity, then embrace."

Some one writes that we should avoid rubbish in a school library. It is very true; but children's reading should be such as not to cultivate a taste for rubbish. There is a certain class of books which are not positively bad and yet are not positively good. They amuse without instructing; they furnish no food for thought; they destroy an appetite for healthier reading.

The books in a library should tend to promote moral and intellectual growth. Books cannot be read without exerting some influence. They elevate or degrade; they strengthen or weaken; they add to or subtract from mental force. One man reaps tares, and another gathers golden grain, in the same field, because of the seed sown somewhere in his early life. Books are but tools in the artist's hands. I sometimes think that we are sculptors more skillful than any in the studios of Florence or Rome; that we are painters in a higher sense than any of the masters of the old world. If sometimes our clumsy touch seems to mar the beautiful figure we would make; if at times the faces we would paint seem to grow dim and fade from the canvass, it is only because our mortal senses are too dull and gross to fashion the form, or to divine the colors, which only the clearer light of eternity can bring into full relief.

Sancho Panza said, "Blessed be the man who first invented sleep;" rather, blessed be he who first invented books; through them "the broken sounds of life become a song and life itself a melody."

EDITORIAL.

TEACHERS' EXAMINATION FOR STATE CERTIFICATES, 1884.

I.

BOARD OF EXAMINERS.

The Board will consist of Supt. John Nagle, Manitowoc; Prof. W. H. Beach, Beloit; and Prof. Albert Hardy, La Crosse.

II.

The Board will meet at Madison, July 10, 1884, at 10 o'clock A. M., and continue in session three days.

The examination will be held in the senate chamber.

On Monday, July 14th, the Board will determine the standing of applicants and make report to state superintendent.

III.

CHARACTER OF EXAMINATION.

For the limited (five years') state certificate, examination will be had in the branches required for a first grade county certificate, with the addition of English Literature and Mental Philosophy.

For the unlimited (life) state certificate, examination will be had in the branches required for limited state certificates, with the addition of Botany, Zoology, Geology, Political Economy and General History.

Seventy per cent. is the minimum average standard for *limited* certificate; and seventy-five for *unlimited.*

Seventy per cent. is the minimum standard for each of first grade branches, and sixty per cent. the minimum in English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The *limited* state certificate will require three terms of four months each of successful teaching. The unlimited, seven terms of four months each.

Satisfactory testimonials of moral character will be required.

Applicants who fail in any of the branches as required, may for *limited* certificate present themselves, once in *one* year, for re-examination; and for the *unlimited*, once within *two* years after first examination.

In those branches in which they have passed, no re-examination will be required.

Stationery needed will be furnished by the board.

ROBERT GRAHAM, *State Superintendent.*

MADISON, March 11, 1884.

CHANGE OF TIME.

The State Board of Examiners for State Certificates will meet at Madison, July 10th, 11th and 12th, instead of July 21st, 22d and 23d, beginning at ten o'clock of the 10th.

Opportunity will thus be afforded to any interested in this examination to take advantage, if desired, of the extremely low excursion rates offered by railway companies, immediately after the National Teachers' Association, which occurs July 15–18.

The attention of all persons purposing to become principals of free high schools in Wisconsin, and who are required by law to pass special examinations to qualify them for teaching in such high schools, is especially called to the time and place of holding this examination.

Sec. 494, R. S., ch. 325, Laws 1883, Sec. 1.

ROBERT GRAHAM,
State Supt.

MADISON, April 16, 1884.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The next Annual Meeting of this Association will be held at Madison, Wisconsin, July 15–18, 1884.

The following attractions should draw a great body of teachers from our state:

1. A fine excursion, at very low railroad rates, to this beautiful city of the northwest.

2. Cheap hotel rates at Madison.

3. Three days sessions of the Association in the discussion of vital questions, by able and progressive educators from all parts of the country.

4. Department teaching — Elementary — Normal — Industrial — Art — School Superintendence — Collegiate — The Council of Education; several sessions being given to each.

5. A woman's evening, to be devoted exclusively to addresses by able women from various parts of the country.

6. A national educational exhibition under the directorship of Hon. J. H. SMART, of Indiana. School material, books, literature, art, industrial education, school work, Ward's Natural History Collection, etc., in the state capitol.

7. A great mass meeting in behalf of education, with addresses from distinguished representatives from foreign countries, as well as from prominent men and women of America.

8. Cheap and attractive excursions to the lakes, the great cities of the northwest, the Mississippi, Falls of St. Anthony, Minnehaha, St. Paul, Minneapolis, the great grain fields of Minnesota and Dakota in the midst of the wheat harvest season, the Yellowstone Park, the Mammoth Hot Springs, Geysers, Yellowstone river, etc. etc., Oregon, California, and the seal regions of Alaska.

9. Three thousand persons can be happily housed at Madison, and each person may know the hotel or residence where he is to room, in advance of the meeting. Provisions are made for a great mass meeting of educators and their friends, in the interest of our common school cause.

Further particulars may be gained of the general manager of the state, Hon. R. Graham, State Supt., and through the Educational and other press.

N. B.— Make an early decision to go, and then invite your friends. All persons — teachers, business people, tourists, etc. etc., are invited. The educational event of your lives is before you.

Application for accommodations during the week of the meeting should be made to J. H. Carpenter. Esq., chairman of committee on entertainment, by June 1st.

Rates at hotels and private houses have been fixed as follows: At Park Hotel and Vilas House, $2.50 per day. At Capital House, $1.50 per day. At boarding houses and private residences, $1.00 per day.

NOTE (1).— All correspondence with reference to railroad rates from any part of the United States to Madison, should be directed to the Eastern or Western

R. R. Superintendents, W. D. PARKER, *River Falls, Wis.*, or J. M. HALL, *Providence, R. I.*

NOTE (2). All correspondence relative to excursions should be made with the Excursion managers, as follows:

Throughout Northwest to Yellowstone Park,—W. D. Parker, River Falls, Wis.

To Oregon — William A. Mowry, Providence, R. I.

To California — Rev. A. E. Winship, Boston, Mass.

To Colorado — Aaron Gove, Denver, Col.

To Alaska — Rev. Sheldon Jackson, care of Bureau of Education, Washington, D. C.

ARE NORMAL SCHOOLS FAILURES.

The *Milwaukee Sentinel*, in the issue for April 8th, comments upon some statistics published by the State Superintendent, and concludes therefrom that there is reason to believe that normal schools are failures.

The facts which form the basis of these comments and this conclusion are: about four thousand new teachers are required in the state every year. In the four normal schools in the normal department proper the annual enrollment is about one thousand. If the entire number enrolled in the normal schools become teachers there are three thousand who must come from other sources. Again, of the principals of the one hundred and ten high schools in the state, only thirty-three are from the normal schools — a fraction over eight from each school. The State University furnishes fifteen, or nearly double the number from each normal school. The statement is then made that the normal schools are little more than high schools, and do not justify the discrimination of being wholly supported by the state, inasmuch as the larger part of the teachers of the state must be furnished from the high schools.

These statistics were compiled to show the wisdom of the law of 1883 requiring some measure of attention to theory and art of teaching in the courses of study of free high schools, which are specially aided by appropriation by the state, and to enforce the necessity for a chair of pedagogy in the State University, so many graduates of which for a longer or shorter period engage in teaching, and in the more advanced schools.

The conclusions of the *Sentinel* appear untenable. The primal and indisputable facts relating to normal schools are entirely ignored. The statements made, if they prove anything, prove that instead of normal schools being failures, they are altogether too few in number to meet the great, increasing, and imperative demands of a great state like Wisconsin. In order to establish the fact of being failures, it would seem necessary to show that the training in the normal schools does not prepare pupils for the work of teaching; that those who receive their benefits do not engage in teaching; or that the spirit, influence, and direct instruction of these schools do not promote improvement of the public schools of the state. Upon any one and upon all these points the normal schools may con-

fidently challenge the most critical inquiry and scrutiny. That four schools, with a capacity of one thousand pupils, with courses of study the shortest of which is two years, and the longest four years, cannot graduate and supply four thousand teachers yearly, is conceded. But that they do yearly send out large numbers of efficient and successful teachers, whose direct and secondary influence is slowly, but surely, being felt in a large proportion of the schools of the state, is a fact that is incontrovertible. There has just come to hand the quarter-yearly report of the school at Oshkosh for the quarter ending March 28th. By this it appears that the enrollment in the normal department for the quarter was 213, and the number which withdrew to teach was 93 — nearly fifty per cent. In the preparatory department the number enrolled was 72, and the number which withdrew to teach was 23 — over thirty per cent. This class is composed of such as do not pass examination in all branches for entrance, and are assigned to this department for a time, paying tuition while there. The reports of the other schools are not yet received, but they will doubtless show similar records.

The facts are, that the normal schools are crowded to their utmost limits with persons seeking directly practical preparation for the work of teaching; that these pupils are furnished this preparation in these schools for this work, and, as a rule, enter upon it, far the larger part without waiting for the formality of graduation; that their fitness for successful teaching is recognized, and they are sought for by school officers for every grade of schools; that the demand for them greatly exceeds the supply, and many from preparatory departments and from grammar grades of model departments are besought and induced to engage schools; that the graduates are filling many of the most important positions in the state, as principals of schools and of departments and as superintendents, as well as teachers of ungraded schools; that the spirit, intelligence and method which they bring to the work, results in the training of many who in turn become teachers of no mean ability. Do these facts prove they are failures?

If comparison in the cost of products were instituted for workers in the teachers' vocation, and the result expressed in percentages, normal schools would not suffer. The high schools share in the distribution of the public money, and in the special appropriation, equal to one-third of the cost of normal schools. The per cent. of teachers furnished by the former, in proportion to the amount expended, bears an insignificant ratio to the number furnished by normal schools from an equal expenditure.

The fact is, a very large proportion of the teachers of the state are yet derived from our common or ungraded schools, who have attended but a term or year any other school, if at all. More and more, through normal pupil teachers, these are being greatly helped to do better work, or inspired to seek better preparation in higher schools, of one class or another.

It is to be regretted that indirect attacks upon any class of schools are given wide circulation, without careful consideration of all facts. The most advanced nations and communities have settled convictions that normal schools are an indispensable feature in systems of public education. The national educational aid bill before congress provides for them. Wisconsin has an embryo system,

envied by less fortunate states. The new states and territories establish them at the earliest possible date. Milwaukee is liberally patronizing them by calling a large number of their graduates into the corps of teachers employed, and by securing a normal school of the state system within the borders of the city. Let us all devote our energy to honest criticism for the purpose of improving and enlarging our system of normal schools, and not in denunciation or "damning with faint praise." There is no basis of just comparison of normal schools with high schools or the state university. Each class of schools has its own province — its own work. The success of one promotes the ultimate welfare of the others. The only rivalry is an honorable competition in sending forth the best possible products to work in the great white harvest field of the world.

SINCE the last issue of the JOURNAL, the educational bill which was pending in the Senate of the United States, after protracted discussion, was passed by that body, by the decisive vote of 32 ayes, 11 noes.

The authority for this act is based upon section 8, article I of the Constitution of the United States, which provides that "Congress shall have power to levy and collect taxes, duties, imposts and exercises, to pay the debts and provide for the common defense and general welfare of the United States." The occasion for the act is the alarming amount of illiteracy existing in the United States, revealed by the census of 1880. The greater part of this illiteracy, of course, is found in the southern states, where, by the constitutional amendment relating to citizenship, the entire mass of the colored population, just emancipated from the condition of slavery, wherein it was neither safe or lawful to allow them to learn to read or write, were inhabited with the rights, duties and responsibilities of American citizens. The illiteracy, though greatest among colored people, is by no means confined to them. It exists among whites as well as among blacks. If it had been practicable to do so, no doubt the better plan would have been to have limited the application of the appropriation to such states as had a given per cent. of illiteracy. This not being possible under the Constitution, all states will participate in the disbursement, if the bill becomes a law. It has been estimated that Wisconsin will receive on an average about eighty-five thousand dollars annually from this source, which is equal to about one-half of the amount now annually apportioned for the support of common schools from the income of the school fund.

This is a new and wide departure from all former methods of consideration by Congress of the subject of education, and the progress of the measure in the house of representatives will be watched with great interest. It is to be hoped that the discussion in that body will be characterized by the same broad, statesmanlike and non-partisan treatment that marked the debate as a whole in the senate. There are formidable difficulties in the way of administering with efficiency a system of national aid to education. Whether this bill is now so framed as to promise a maximum amount of benefit to a minimum amount of waste, friction and disturbance remains to be developed by the discussion in the house.

Important amendments to the original bill were adopted before passage by the senate. The following are the features of the measure as sent to the house for concurrence:

The bill proposes that, for eight years after it shall become a law, there shall be annually appropriated to the cause of education from the money in the treasury the following sums: The first year the sum of $7,000,000, the second year the sum of $10,000,000, the third year the sum of $15,000,000, the fourth year the sum of $13,000,000, the fifth year the sum of $11,000,000, the sixth year the sum of $9,000,000, the seventh year the sum of $7,000,000, and the eighth year the sum of $5,000,000. This makes an aggregate of $77,000,000 for the eight years. The money thus appropriated is to be annually divided among the several states and territories in that proportion which the whole number of persons in each who, being of the age of ten years and over, cannot write, bears to the whole number of such persons in the United States, according to the census taken in 1880. All the states and territories, under this method of distribution, would receive a portion of the money, and at the same time, those states and territories in which illiteracy is greatest, would receive proportionately the largest aid. This is as it should be, considered with reference to the end to be attained.

One of the provisions of the bill is that no greater part of the money appropriated shall be paid out to any state or territory in any one year than the sum expended out of its own revenues in the preceding year for the maintenance of common schools, not including the sums expended in the erection of school buildings. This will prevent any state or territory from depending wholly on this fund. Each state or territory must raise and spend for school purposes, not including the erection of school buildings, at least as much as it receives from the government.

Another provision is that no part of the money appropriated by the bill shall be paid to any state or territory that shall not have provided by law a system of free common schools for all of its children of school age, without distinction of race or color, either in raising or distributing school revenue, or in the school facilities afforded, with the provision that separate schools for white and colored children shall not be considered a violation of this condition. We do not believe in the system of separate schools for white and colored children; yet congress could not wisely undertake to settle this mooted question for the states in such a bill. The bill, however, does settle the question that there shall be no distinction of race or color in the school facilities afforded, or in the raising or distribution of school revenue, and that every state and territory shall, in order to receive any part of the money appropriated, establish a free common school system for all its children of school age. The art of reading, writing and speaking the English language, arithmetic, georgraphy, the history of the United States, and such other branches of useful knowledge as may be taught under local laws are to be embraced in this system, with a provision that a part of the money appropriated to each state or territory, not exceeding one-tenth of the amount, may yearly be applied to the education of teachers for the common schools therein.

ALL teachers and friends of public schools throughout the state, and especially all who enjoyed the pleasure of a visit to Sheboygan last summer upon the occasion of the meeting of the Teachers' Association, will unite in congratulating that city upon having a mayor thoroughly in sympathy with the public schools, who insists that provision be made for the education of all the children.

Mayor Blackstock is one of the heaviest manufacturers of the city, and it must have been exceedingly gratifying to Supt. Harvey and Principal Grogan to hear him utter the following strong language in his inaugural address:

We have for the past eight years, to our shame and discredit as an American city, not only neglected, but deliberately and persistently refused to provide ade-

quate *and necessary public school accommodations*, and have thereby deprived a great many of the children of these poor men who work in our factories, of the only opportunity which we well know they are ever likely to have of getting a common school education, so that they may not, unfortunately, have to live their whole after lives not knowing, perhaps, how to read or write their own names. In plain English, we knowingly and systematically and without any good reason, but contrary to, and in violation of, all sense of right and justice, actually obliged a large number of these poor men's children to take to the streets; and consequently to grow up in idleness, ignorance and gross immorality.

Gentlemen, it may seem to some of you that I have used too strong language and spoken too plainly my thoughts and feelings upon this question of our public schools. If so, it is because I feel deeply, and fully realize the importance of this matter; and for the reason, too, that there is not probably in the room to-night, any one who knows any better than I do, or can more fully appreciate, the great advantages and incalculable benefits that a little education may be to some poor man's son.

It is high time that this unwise policy and unfortunate state of things in regard to our public schools should be changed. It is nonsense to say that we are too poor and cannot afford to build school houses. I know that we can afford it, and every tax-payer in the city who is possessed of ordinary intelligence and common sense, ought to know it too, and to be perfectly willing to pay his proportion of all taxes that might be necessary for the purpose of building good school houses large enough and plenty of them to accommodate every boy and girl in the city of school age who can or may want to go. At the present time we have about 3,500 school children, and only room enough in our present school buildings proper, to accommodate 800 of them comfortably or decently. I am thoroughly convinced that to foster our schools in every way we can, is the truest and very best economy possible. To secure the services of teachers of the highest character and attainments; to provide suitable rooms for the children, that their life and health may not be unnecessarily endangered, as it really now is; to surround them in this way with good influences, so that good habits and their moral character may be carefully nurtured and strengthened; to discipline their minds, and not only to store them with useful knowledge, but to awaken in them a love of all good learning; and to set before them while they are young, high and noble aims, which shall act as an incentive and stimulus to them in all their after life;—for the accomplishment of these worthy objects, we should all be willing to make reasonable sacrifices. And so long as taxes are levied and appropriations are made for any purpose whatever, from our city treasury, there can be none more important, or more sacred, than the efficient care and maintenance of our public schools.

In the State of Pennsylvania County Superintendents are elected once in three years by a convention composed of the Boards of Directors of the several towns in the county. This convention also fixes the salary to be paid the superintendent. The law prescribes certain qualifications for eligibility. The State Superintendent issues the commissions to persons elected upon receipt of the notice of election and the oath of office executed by the person elected, but not until thirty days after the election. During this time a majority of one-fifth of the Directors composing any convention may file objections to the legal qualification of the person elected, and the Superintendent, after inquiry, may issue a commission to the person *legally* qualified who received the highest number of votes among those who were eligible. Thus a majority of one-fifth of any convention may prevent an incompetent person becoming a County Superintendent. Among the qualifications prescribed are: A diploma from a college, or a diploma or state certificate issued by a State Normal School, or a professional or permanent cer-

tificate, issued at least one year prior to the election, or a certificate of competency from the State Superintendent, or a commission as a county, city or borough superintendent, and a "sound moral character." The oath of office is a rigid one, and includes a statement that no money or other valuable thing has been paid, or promised directly or indirectly, to secure a nomination or election, and that no money or other valuable thing will be received for the performance or non-performance of any act or duty pertaining to the office other than the compensation allowed by law.

The election occurs the first Tuesday of the present month.

MISS M. J. DYER, who for some time past has had charge of the interest of Ivison, Blakeman, Taylor & Co., in the west, in the matter of White's System of Industrial Drawing, and who has lately spent some time in Wisconsin schools introducing and exemplifying that system, has recently been transferred to the headquarters of that house in New York, and put in charge of that department of their business. It is to be hoped that the impetus which Miss Dyer has given to better, more systematic and effective work in this important branch of education in our schools, will not be left to die out through lack of intelligent guidance and supervision, but will be followed up by vigorous reinforcement and help on the lines so intelligently and judiciously inaugurated.

MR. GEORGE H. NICHOLS, whose boyhood was spent in Kenosha, and who graduated in the high school of that city, now occupies the position of Deputy Superintendent of Public Instruction in the State of Iowa. The Iowa *State Register* and other papers of that state are bringing his name before the people for the office of Secretary of State.

TEACHERS, and all others in Wisconsin who are expecting to attend the meeting of the National Educational Association at Madison in July next, should remember that it is just as necessary for them to apply to J. H. Carpenter, Esq. to be assigned to place of entertainment, as it is for persons in Massachusetts or Ohio to do so. Send your application as early as possible.

THE canvass of the votes by county superintendents for Life Members in the National Association has not yet occurred. The students of the University have voted to elect a Life Member at the next meeting. The vote of the free high school principals resulted in the election of I. N. Stewart, of Port Washington. Some have been made life members who have not been reported to the State Superintendent for certificates. Others, including all from Milwaukee, are contemplating becoming Life Members. We hope to be able to publish a complete list next month.

READERS of the JOURNAL have noticed in its pages during the past year several interesting articles entitled "Pedagogy for Young Teachers," taken from the *Illinois School Journal*, and written by President E. C. Hewett, of the Illinois State Normal University. These articles were extracts from a work on Pedagogy, by President Hewett, which has now been brought out in book form by Van Antwerp, Bragg & Co., Cincinnati. If we mistake not, the book will prove very popular with teachers. It is a plain, practical and common-sense treatment of those features of school work met by every teacher in every day's experience. It abounds in excellent suggestions, useful everywhere, is convenient in form and well adapted for a companion manual for daily reference and help. For price of this and other new books issued by this enterprising firm, see their new advertisement in this issue.

PROF. H. SABIN, Superintendent of Schools of Clinton, Iowa, and James A. Edwards, of Dubuque, publisher of the *Iowa Normal Monthly*, made a pleasant call at the JOURNAL office. April 17th. They were in the city to "locate" headquarters for the three hundred Iowa people who expect to attend the National Association meeting in July. The beauty and conveniencies of Madison they say are all right, and, if it proves to be elastic enough to house all that come, nobody can regret the choice of the place for the meeting.

JUST as the JOURNAL is ready to go to press, the circular of Prof. Chas. F. Zimmermann, of Milwaukee, comes to hand, informing us that he has concluded to open a summer school, for the instruction of teachers in drawing, the present season, to commence August 4th, and continue four weeks. Prof. Z. was for five years superintendent of drawing in Milwaukee schools, and has worked in institutes in this and states adjacent, so that he is well and widely known, and his competence, skill and enthusiasm will no doubt attract a large class. By addressing Prof. Z., at Milwaukee, a circular with full particulars can be obtained.

WANTED.—TEACHERS should not fail to drop us a postal, and learn our system of securing them appointments. Teachers' Co-operative Association and General Agency, 38 Madison Street, Chicago.
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SCHOOLS AND SCHOOLMASTERS OF GERMANY.

BY SEBASTIAN THOMAS, LODI, O.

From my earlist boyhood I began to cherish the hope that some day I would make a trip across the sea, that I might walk in the streets of London and Paris, and visit the place of my birth on the Rhine. That hope was at length realized last summer.

But a vacation of three months, with almost a month spent upon the delirious Atlantic, is a time too short to do justice to such a trip. One is obliged to be continually in a hurry; observations are made hastily and often superficially; and sufficient amplitude to swing in must be allowed for conclusions that any of my patient readers may form.

From the landing at Bremen I took a direct route, with the exception of a day in Cassel where I stopped to see "Willhelm's hohe" and the noted fountain of "the Hercules," to Darmstadt, the capital of the Grand-Duche of Hesse. Here I had the good fortune to have a relative, a retired captain of the army, with whom I made my headquarters and relieved myself of that amount of useless luggage which one never forgets to take with him when he leaves home. Blessed is the man that has a relative in the land wherein he is a stranger! By this I do not mean a bogus, ill-

humored relative, for a stranger is better than he, but a genuine, close and noble relative, one that adopts you at once, and throws open wide his house and lets in the sunlight to cure you of the weariness and ennui of the sea trip, and calls in his kind neighbors to stare at you, and ask strange questions of the wonderful country from which you came. Such a relative, I have the very best reasons to believe, I found in Darmstadt.

The next day after my arrival I became acquainted with a certain Mr. Oswald, a schoolmaster of the fourth class, in the boys' school of the city. I soon found that Mr. Oswald is a representative of a class of teachers who are claimed as a sort of indispensable article by their fellow teachers, a class that seem to exist for the express purpose of being secretaries, or members of committees on resolutions at Teachers' Associations; for without them, one may safely affirm, there would be no such things as Teachers' Institutes, Teachers' Associations, or perhaps anything of respectability to which *Teachers'* could be prefixed. Mr. Oswald is a member of half a dozen associations in different parts of Germany. He is secretary of the "Lehrer-Verein" of Darmstadt, and a kind of Nestor among the village teachers of the surrounding districts. Oswald is one of a class of men who are wedged in between the two extremes of society; and if that class of men seem never to rise above a certain point they still do not discourage one's hope of them, for they are always useful and never fall below one's expectations.

This pleasant man gave me such an enthusiastic and prominent introduction to the head masters and the other teachers, that in less than a day I had the freedom of the schools and came and went as I pleased. And it is something singular that although everybody else across the sea differs, or seems to differ from everybody else here, yet the schoolmaster is the same; he is pervaded with the same generous spirit, the same kindness to those of his guild. Two years ago I wandered through the streets of Akron and Cleveland, with the desire of seeing the schools, and though I was a stranger, in every place I received the same friendly welcome. But why pause and wonder at this? The secret lies in the peculiar nature of the work. For every work imbrowns the laborer with its own peculiar shade; and the man who enters the profession of teacher coarse and discourteous, and remains untouched by its

beneficent influence, fails before long, and is obliged to step down to make room for one with a more tractable disposition. The true teacher, one earnestly devoted to his work, one that is able, through individual force, to develope character besides hearing lessons, is a noble being in every country; he carries with him an international disposition, a warm and genial heart.

From the teachers of Darmstadt I received letters of introduction to teachers of other cities, but my time of visiting schools was mainly spent at Darmstadt, and my observations are mainly derived from that place.

For many years the court of the Grand-Duche of Hesse has drawn to the capital the best elements of education and culture, and its school system is undoubtedly the fairest model in Central Germany. The city contains a "Polytechnic School," a "Gymnasium," a "Reale Schule," and a school for the "Higher Education of Girls," besides its common public schools.

The common public schools in Germany are strictly and peculiarly national in their character. The government establishes and maintains them, and it must not be supposed that monarchies are charitable institutions. They are only generous in the expectation of getting "value received" at no small rates of interest. Under the government of Germany, a boy is material product from which is manufactured the required article, which, when complete, is labeled "Citizen;" and by citizen is understood one who diligently obeys all the regulations of his most Excellent Majesty's Government without remonstrance; an obedient and tough soldier, and a diligent and untiring laborer, so as to be able to pay the imposts and earn his own bread, but the former is to be secured first.

From the government point of view, the common schools *must* serve for the purpose of educating the youth so as to be most serviceable to the country, but from the German pedagogical point of view the youth is so to be educated as to be able to serve himself best. But it is needless to say that pedagogics and the government have not been on good terms with each other for years; and to keep the peace the government yields all feasible points to pedagogics. Thus it is that at one point the school system of Germany is narrowed down to a severe degree by government, and broadened and deepened by the excellencies of German pedagogics at the

other, until it represents a huge pyramid, that neither rests on its base nor swings on its vertex, and so lies on its side, admirable for its magnificence, but pitiable for its position.

The system is adapted to educate the masses alike, and if it is excellent in this, that it reaches all (illiteracy is reduced to the lowest possible degree), it has this disadvantage, that it educates all alike without regard to individuality. And this perhaps more than anything else accounts for the characteristic awkwardness of Germans when they reach our country, where every man is a whole peculiar to himself. And for the first time the embarrassed emigrant finds, when he comes to Castle Garden, that he is a piece separated from the big puzzle box, and that he has now come to a country where he finds no place into which he properly fits.

There never has been anything established by man, nor ever will be, that is above criticism; be it ever so finished and consummate, there is always a spot somewhere that bears the stamp of his weakness or his selfishness — the prevailing elements of a perverted race. And he that turns back or lets his prejudice overpower his reason at first sight of a blemish, has not the right kind of disposition, and never will learn to profit by the affairs of his neighbor, whether by his politics, his religion, his manner of doing business, or all taken together.

Whatever fault may be found with the central spirit of the German school system, as directing its influences towards subduing individualism, and strengthening the supports of a monarchial government, it is not sufficient to prevent us from admiring its many good features.

Concentration, control, dispatch, is the diplomatic trinity of the German government. At any time, and in less than twenty-four hours, an army of one million well-disciplined soldiers can be drawn up in battle line at any point of the German boundary against an intruding enemy. This regime is also felt in every department of civil affairs. And whatever complaint the *Tramp Abroad* may bring against the Germans for their "slow freight," he would have found himself very quickly handled, had he fallen, by necessity of the case, into the hands of the government. In private capacity, I dare say, the German challenges the world for conscientious deliberateness, but let him once act in an official

capacity, and he goes off with the rapidity and precision of a needle gun.

Concentration and control are the characteristics of the German school system that first attract the attention of the foreigner. By concentration is not to be understood a drawing together around a common center, as the literal sense of the term implies, but a communication from all points with a common center in *das Ministerium des Innern* — the Ministry of the Interior. This is the Mecca of the schoolmaster, toward this spot he turns as reverently as the devout Mussulman toward the shrine of the Great Prophet, but with this difference, that the faithful schoolmaster in trouble never turns his face to this spot in vain.

There is no school in the entire realm, however remote from the center of government, that is not intimately connected with this Bureau of Education. It is organzed on the same plan ; has the same system of grading (of course not so extensive) ; has the same text-books, apparatus, and school furniture; has the same educational privileges, as the school in the capital under the shadow of the Emperor's palace. And for all that detestable spirit of caste that prevails, the common public school is the noblest institution of equality. It is the fountain head of the national life of Germany. From it the water rises pure and of a crystal clearness, and however murky and impure the mighty stream may seem, it still holds within its bosom the infant purity of the fountain head. And although the German is naturally obedient and faithful, he will never be a slave; the meanest servant, although he cowers in the presence of his employer, is not destitute of the feeling of selfhood; though oppressed by government, the German will never quite lose the spirit of freedom and equality which he enjoyed on the bench among the rich and poor, the high and low, while a boy in his village school.

The feasibility of resolving the chaos of our country district schools into a township organization, under the able supervision of a head-master, supported by an able and competent board of directors, can no longer be questioned by those who have made an inquiry into the management of the schools in Germany.

In school matters the Germans have learned one thing about economy. It consists not so much in the cheapness of labor, as in

an effective performance of it. The first question with them is not how cheaply may our schools be taught, but how well may they be taught. And a well taught school with them is a school properly organized and efficiently managed by a head; and to do this, they furnish a head. They are not guided by a paradoxical delusion, which seems peculiar to Ohio alone, that schools may have a head without furnishing them one.

The German is totally ignorant of doing things by the "job." I remember that in the presence of a concourse of teachers, I was called upon to give a short outline of our school system. I got along finely, and commanded the respect of that grave body, but I blundered toward the close. In telling them about our country schools, I tried to show them that it was a "job," an affair peculiar to America alone; but they could not see into it. I attempted to show them how it often happens that a good teacher gets into these schools; but in most cases they are poorly taught, and the boys and girls in those places are intellectually so poorly fed that those who will not starve break over the bounds of their farms, and pasture elsewhere; and in years after, when the country boy becomes a President of the United States, we charge his greatness to the efficiency of our country district schools. But those German pedagogues did not agree with me; there was one thing that still perplexed them. Finally, one fidgety old man took the liberty to ask, "And who superintends your schools in the country, so that the government may be satisfied that the children are properly taught, and that the teacher does his duty?" "No one," I promptly replied, "the thing manages itself;" and to my no little embarrassment, my reply provoked hearty laughter in the audience. "You Yankees," exclaimed a big, red-faced man, "must have plenty of money, and so are not so much concerned when some of it is spent to no purpose." "We read over here," said another with a valuable scar on his left cheek — valuable because it gave evidence that he went through the humanities and was University bred, "that you Americans are so practical in every thing, but this management of your country schools seems to me to be *very* impractical." Thus they twitted my national pride; and when I was unable to defend myself longer, I resorted to the stratagem of the wise: I remained silent.

Ever after that I avoided the subject of the country schools in Ohio. And I have since congratulated myself that I did not tell them that our State has no Normal schools; that many of our country school teachers have never been inside of a Normal school; that few of them ever stood in the presence of an efficient master to receive lessons on school managemement and class handling; that many of them read no educational publications, attend no institutes, rarely a teachers' meeting; that they know no more of the principles of education than the king of Dahomey; that most of them are something else besides teachers, and that rarely one out of ten expects to remain a teacher. Had I told that august body all this, they would have been greatly shocked, and no doubt would have caused my speech to be published in book form for distribution among their fellow laborers, as an extraordinary pedagogical curiosity.

The government has complete and immediate control over the schools. If it is obliged to delegate its authority it never relaxes its vigilance. It is impossible for anything to be done in a corner.

Every school is under the control of a body of local directors composed of members of the town or village council. Of this body the presiding officer is the Burgomaster or Mayor. To it is entrusted the local affairs of the school, most of which are similar to the affairs that pertain to our graded schools. The authority of this body, however, is only supervisory, and its acts are only conclusive when sanctioned by the district school commission. Unlike our Board of Education, it has not the authority to appoint teachers nor to dismiss them. This power, with all other vital matters, such as course of studies, school books, grades, etc., is vested in the district school commission. This body presides over a school district composed of a number of villages (their number is not positively defined) and is empowered by the government with authority *de facto*, and the only appeal from its conclusions is to the *Ministerium des Innern*. An officer called the District School Inspector, directly appointed by the government, is the most important functionary in the German school system. He, in fact, is the foreman,— the head of the organization. He is carefully selected, and is theoretically and practically qualified,— a kind of pedagogical headlight, a modern Prometheus, continually preyed upon by a hundred dominies but never consumed.

The inspector watches the conduct, success and diligence of the teacher and the intellectual and moral progress of the scholars. He holds yearly examinations and consents to the promotion of pupils. Let not the reader become terrified at the amount of work performed by this personage; it may not be so enormous after all. He does his work in an official manner and allows nothing to hinder him. He subordinates everything to the performance of his duties. At the yearly examination he presides in the presence of the village board, who must be present on this momentous occasion. Woe to the poor pedagogue on that day when it appears that he has neglected his duty, for the king now demands an account of his stewardship.

The teacher must examine his class before this august assembly. The inspector keeps a careful account of each class, and when the work is over, makes his report. There are no written examinations, the work being done orally. The chief branches in which pupils are examined are arithmetic, reading, composition, geography, and history.

The Germans take the most sensible view of the matter of examinations. They are not intended to have the pupil tell all he knows nor have him make an attempt to tell what he does not know. Their purpose is to test a pupil's ability on the subject. A head-master said to me: "I can see at once, by means of a single problem which a pupil performs for me on the board, whether he is master of the subject and ought to be promoted." The inspector states a problem; dispatch, neatness and clearness of explanation satisfy him as to the ability of the pupil in the topic treated. A neatly written composition expressed in proper language is sufficient to pass the pupil under this head, and so with the rest. The examinations come once a year, and the pupils do not dread them. On the contrary, they long for the day to come. They do not get nervous, nor are they laid up after the examinations are over, as is the case with many of our American pupils. But it must not be presumed that by limiting the frequency and quantity of examinations the German principle violates a rule of education. Examinations serve as one of the most useful means of instruction; but may they not be brought in and given in more diluted doses? Every recitation that I witnessed was so conducted as to give mem-

ory the first place among the intellectual faculties, and next the power of expression was closely watched by the teacher. Every recitation should combine the exercise of recalling what has been passed over with the work of investigating what is to come next day. I remember hearing a class in history. The pupils went over the whole ground briefly but thoroughly. It was the work of three months. They all appeared cheerful and happy, and, no doubt, felt an honest pride in convincing me how much they knew of the history of their fatherland. Is is necessary that such pupils be subjected to the excruciating toils of monthly written examinations?

In text-books, as far as their material construction is concerned — paper, typography, beauty of illustrations and binding, the Germans cannot compete with us. Our publishing houses rival each other in points of beauty and adaptability, so that the art of book-making may be said to have reached the highest state of perfection in America. Perhaps the chief criticism that can justly be made upon the greater portion of our text-books, is that they contain too much. Most text-book writers overstep the proper limits in the way of explanations, solutions, questions, etc. They all attempt to make things so clear that there is nothing for a healthy, hungry mind to feed upon; so that the wise and thoughtful are compelled to believe that the human race is a race of idiots; but fools are flattered to believe that they know enough,— far more than Solomon — now that they are able to remember rules and explanations.

In the beginning of our educational history, during the revolution and pioneer period, when good teachers were scarce, and even the poor ones of that time were in great demand, text-books had need to be written with so much explanatoriness, that all that was needed was a pair of hands and feet to carry them through the school-room; and, with the exception of the voice, which the owner of the hands and feet was expected to furnish, the text-books did the teaching. No wonder, then, that among us obtains the sentiment, "everybody can teach." Yes, with the aid of our text-books, everybody attempts to teach, and generally succeeds so far as to keep the public convinced that everybody *can* teach. And it smiles at the idea that teaching should

aspire to the dignity of a profession. A great impulse might be given in the direction of securing State Teachers' Training Schools, if one-third of the matter, especially rules, explanations and descriptions were left out of our arithmetics, grammars and geographies, and were reserved to be taught in these institutions, by able men, to candidates for the profession of teaching.

I have before me a *Schulgrammitik der deutschen Sprache, Von K. A. Schoenke.* The book contains 78 pages, 30 of which are taken up by composition, and in the remaining 48 is the substance of the grammar of the German language. Any one at all acquainted with the language, will conceede that it has, being still an inflected language, more real grammar than the English. Indeed, I confess that only those who have prepared themselves for the work can successfully give instruction from this book. It is positively a heap of bones, and needs the inspiring breath of the teacher to give it a quickening within the minds of his pupils, but when he succeeds it will be effectually done.

Like the grammar, I noticed that all the other books are small with the exception of the readers, which are large, and, in the higher classes, exceed ours in size and variety of matter. The reading class, in fact, is the principal class in school. A great deal of accsssory teaching is done with the reading class. There are, for instance, grammar, style of composition, spelling, literature, history, etc. What may not be done with a reading class by a competent teacher!

The school-book controversy, as to change of books, and kind of books, has no chance whatever to creep into the German schools. The books, charts, maps, etc., are all determined by the "Ministerium des Innern." A change of text-books is only possible at the periodic visitation of the "Kreis Schul Commission," which occurs every three years at every school, when an inventory of the buildings, grounds, funds, apparatus, books, etc., is made. Every complaint is then in order to be investigated, and if that of books is sufficient to warrant a change, the Commission will lay the matter before the "Ministerium des Innern," and an order to change may be expected,

The following is a list of articles which are included under the appropriate and untranslatable term, "Lehrmittel," which are re-

quired to be at hand at every school. In the primary departments: alphabetical chart; abacus; metric ruler; two blackboards, one of which may be revolved (it is rather strange, but no doubt another illustration of the superior ingenuity of the American, that the German, as yet, seems to know nothing of wall blackboards. To an American teacher, entering a German school-room, the two blackboard frames give an appearance to the room as if it had just been moved into before the furniture had been pushed into proper place); a wall map of the province in which the school may be; a relief map of Germany; a wall map of Palestine; charts of Natural History.

In the grammar and high school departments: black-boards like those in the preceding department; globe; map of the world with hemispheres; wall maps of Germany, Europe, and Palestine; charts of Natural History, more extensive than those of the lower grades; metric ruler; a pair of wooden compasses. And for the exclusive use of the high school: a set of cubical blocks to illustrate different geometrical figures used in mensuration; philosophical apparatus; half a dozen test tubes; glass funnel; two cups; Bunsen's battery; glass tubing; copper wire; balance for weighing; a barometer; an electro-magnet; and a magnetic needle. Besides these articles, there is in every school-room a complete set of books for the particular grade for the use of the teacher, a thermometer and a violin.

With many people—good people too, whose acquaintance I earnestly desire to cultivate, the violin is the symbol of all godless merriment. Some shy off at the sight of one, and tremble even at the mention of the name. If there are such among my kind and patient readers, whose convictions I sincerely respect, to them let me say, before closing, that in the school-room in Germany the violin is used for no other purpose than to accompany the children's voices in their singing.

The ability to sing and to play on the violin and the pipe-organ, are among the requirements necessary to become a teacher, and these accomplishments are as much a matter of course with the German schoolmasters as parsing is with the American. I one day entered a school-room just as the teacher was starting his pupils at singing, but at my appearance he quickly dropped his violin, made a quick and nervous movement with his hand, there was a quick

shuffling noise, and in a moment the pupils were all on their feet. The teacher recognized me, as I had been introduced to him the day before; he met me at the door and conducted me to the front. I bowed to the pupils in recognition of their courtesy, when they all quietly sat down again. The teacher seemed to be one of those good-natured, kind-hearted souls, who are always anxious to please, and on all occasions prefer others to themselves. The good fellow had evidently never been very far from home; he knew little of the ways of the world outside, but in the simplicity of his heart he believed schoolmasters to be the same the world over,—speaking the same language, reading the same books, playing the same tunes, and singing the same songs. He was very anxious to exalt me before his pupils, so he made them a little speech, saying that I was a certain "Herr" so and so, "from the United States, that wonderful land of which we often read, and," he said in conclusion, "out of respect I will ask the Herr to accompany you through your song." With these words he handed me his violin. I was considerably flustered, and excused myself by saying that I was somewhat out of practice. My apology was accepted and the music commenced.

I have made use of the terms, primary, grammar and high-school, in conformity to the prevailing practice in this country. As the public schools in Germany educate the youth to the fourteenth year only, a different system of grading is adopted.—*Ohio Educational Monthly.*

PEDAGOGICS.

Rev. J. L. M. Curry, D. D., appeared, by invitation, before the Educational Committees of the two houses of the General Assembly during the recent session, and addressed them on the importance of normal instruction in general, and especially the need of a normal school for the education of white teachers in Virginia.

The necessity and practicability of special agencies for the training of teachers is shown by the establishment of chairs of pedagogics, teachers' departments, and special courses of study for teachers in colleges; by the holding of teachers' institutes, which Governor Cameron recently wisely and properly commended to the

attention of the General Assembly, and by the establishment of normal schools.

In Europe the normal school is regarded as a necessary auxiliary to a system of public education. It was first established in Germany over 200 years ago, and in that country normal schools are most numerous and flourishing. It is now found in nearly every state of the United States. In Massachusetts over 40 per cent. of the teachers have had normal training. In New York and Pennsylvania 25 per cent. A normal school is designed to train teachers, or to prepare them to enter on their work. Its rank is determined by the character and success of its operations. A normal school presupposes that teaching is founded upon principles that may be applied to the communication of knowledge and in the development of mental power. If the knowledge of teaching a subject is more than a knowledge of the subject itself, or if the ability to teach is more than the ability to learn, then special attention must be given to the acquisition of the teaching power. Every profession needs a general and a special preparation. General knowledge does not make a doctor, a lawyer, an engineer or an architect, nor will it make a teacher. Special preparation for teaching as a life-work is to be given by the normal school. The pupils in the normal school must show (1) that they know the subjects taught, and (2) that they can impart this knowledge to others. The end of school-work is the education of the child,— the imparting of knowledge and the drawing out and strengthening of its faculties. The object of the normal school is to make its pupil a *skilled instrument* for the education of the child. It must, therefore, give to them a definite idea of the true object, principles and methods of education; a thorough knowledge of the subject he will need to teach, with such facility and skill in the application of these principles and this knowledge as will enable him to organize, control and classify the school and educate the pupils. This training is simply a means to an end, and all studies should be conducted with special reference to the best ways of teaching them. The pupils, in turn, are required to teach under the criticism of the teacher and of their fellow-students, and should be able to teach others what has been learned. They are required to do practical work in the class-room under the eye of an efficient training-teacher,— thus pursuing

the only sure way of acquiring the power to do,— by doing. They are expected, therefore, to gain at a normal school—

1. Thorough *teaching* knowledge.
2. Knowledge of the guiding principles of the art.
3. Best methods of instruction and government; and
4. Skill in the art of teaching by practice.

Three kinds of knowledge are essential to the teacher:

1. Knowledge of the nature of the being to be taught.
2. He must clearly understand the knowledge, the facts,— or the subject-matter to be presented to that being.
3. He should know the method of bringing the knowledge and the being together, and the best modes of doing this work.

The Legislature appropriates money to secure training in military discipline. At least give for the training of teachers as much as you give to make soldiers. And if through the normal school teaching is improved 10 per cent. then the normal school is worth one-tenth of the whole amount expended on public schools.

Normal schools stand to-day unsurpassed as an economical, well-tried and approved agency for the education and training of teachers. Their necessity and worth have been demonstrated, and they have grown in number, efficiency and popular favor. School officers bear constant testimony to their value. Says one, "Now after a period of forty-three years, normal schools are no longer regarded in Massachusetts as an experiment. They have a history and a recognized character that entitle them to be classed among the most efficient educational agencies of the state. Beginning in the face of indifference, incredulity and opposition, they have won recognition by actual success." The experience of all countries, both in the old world and in the new, shows couclusively that it is impossible to maintain an efficient system of public instruction without connecting with it some plan for the education of teachers.

In conclusion he presented the following recapitulation of the arguments of the address:

1. The education of the young is so vital to the well-being of society that the State must attend to it as a matter of self-preservation; that this is the cheapest, best and only method of universal education.

2. The proper preparation of teachers is essential to any system of education.

3. Experience in this and other countries shows that teachers are not forthcoming in sufficient numbers and of the right kind unless the State makes provision for their preparation.

4. Normal schools are the best means of preparation, and hence are as truly and legitimately a part of the public school system as any other part.

In conclusion, Dr. Curry urged the passage of a bill for the establishment of a normal school for the education of white teachers. He said that it was only a question of time; that if not passed now it would be only a few years before public sentiment would demand it. He promised that if such a school were established at least a third of its current expenses would be defrayed by the Peabody Educational Fund.— *Va. Ed. Jour.*

With the advance in public opinion concerning education comes a change in the attitude of the colleges. The College of the city of New York has but recently determined to give instruction to its under graduates; it was at the request of forty of the students that it was finally decided on. Princeton has also just decided to have instruction given on pedagogics "with the view of training teachers." In a few years every college in this country will follow this plan.

The colleges furnish a good many teachers for high schools and academies; once a young man was thought to be fitted to teach if he had been graduated from a college. This delusion has had a very firm hold of the popular mind. Of course, in many senses, the graduate of a college is better fitted to teach than the man who has not; he has more knowledge and more experience of life, and his mental faculties have been trained more thoroughly. Yet the country has suffered greatly from its delusion. Whether a college graduate can teach or not depends on other attainments than these.

By long and costly experiments the world is finding out that teaching is not easy to get; then it will take the next step, to provide for encouraging it. It seemed to most of the people of New York a sheer waste of $10,000 per annum when the State Nor-

mal School was founded; but as time has gone on the wisdom of the founders of that school has been abundantly vindicated. The State that thirty-nine years ago could hardly be persuaded to give $10,000 per annum, now gives $150,000 per annum to prepare teachers for the common schools.

The city of New York herself pays $100,000 for her splendid Normal College for women, and now proposes to give normal instruction to young men. Every large city has its normal school. These things show the growth of a public estimate of the Art of Teaching, once a despised art, now a somewhat cherished art; yet not too much cherished.— *N. Y. School Journal.*

The most noticeable fact of current university history is the appointment of Mr. G. Stanley Hall to the chair of Psychology and Pedagogy in Johns Hopkins University. Mr. Hall is well known as a philosophical student of high rank, who has given special attention to Pedagogics, having given courses of entertaining lectures on this subject in Boston under the auspices of Harvard College, and also in Baltimore under the auspices of Johns Hopkins University. It is a propitious sign of the times that a leading university of this country should thus recognize the importance of educational science as a branch of liberal education. From any candid point of view, it must be surely allowed that the science of human training is as important an element in college training as Geology or Roman Antiquities. In saying this we have in mind not merely the student that expects to follow the profession of teaching, but even more the general student that wishes to make a more or less complete survey of the circle of human knowledge. If there is a subject of more universal human interest than the history of the theory and the art of human training, we shall be glad to have it named. This universality is the chief mark of a a university subject; and no subject has this in a greater degree than Pedagogics. Such an appointment as this is a virtual declaration, by high academic authority, of the professional status of teaching; and even though no lectures were to be delivered from this chair, its mere establishment has a direct tendency to ennoble the teaching art and to make it more attractive to men of learning and talent.—*Fortnightly Index*, Ann Arbor.

THE STATE PUBLIC SCHOOL OF MICHIGAN.

BY MARY ALLEN WEST.

Drorim De Shuys, in his address before the French Institute, says: "The state of Michigan, U. S. A., which has existed only about forty years, has the merit of preceding Europe in the inauguration of a new era for dependent children."

The idea of this school, in which the state becomes an embodied motherhood to her dependent children, sprang, as is fitting, from the heart of a woman,— Mrs. Laura H. Haviland,— "Aunt Laura," as she is lovingly called by thousands who know her benefaction. A Quakeress, she is slight in person, never blessed with much of this world's goods, but with a heart large enough to take in all suffering. Of her work for our soldiers and the freedmen, we have not time to tell. The genesis of the State Public School was in this wise: Aunt Laura was living on a small farm near Adrian, Mich., in the dark war days, and her heart was drawn out to the poor negro children, that the chances of war had somehow drifted near her own home-harbor. She took them in and gave them not only food, shelter, and clothing, but "mothering." Her neighbors helped her with the food and clothing part. Other little waifs both white and colored, were taken in till the nest was full to overflowing. The ladies of Adrian interested themselves in the work, provided suitable accommodations for it, and her school,— for such it had become,— was moved into town. All neglected children in the neighborhood were gathered in, and the ladies visited the poorhouses in the neighboring counties, and persuaded the authorities to give up all children therein to their charge, the counties paying a pittance for their board.

The beneficent results of this little school and home were so apparent that leading men, among whom Senator Randall and Governor Bagley are prominent, urged and secured the adoption by the state of a plan of which this school was the embryo, as a solution of the heretofore unsolved problem, "What can the state do for dependent children, that they may grow into useful citizens?" An appropriation was made by the legislature, the location fixed at Cold Water, buildings erected, and most important of all, a *man* secured for its superintendent,— Lyman P. Alden,— most admira-

bly fitted for the place, the little school from Adrian was brought over, and the work begun.

This was ten years ago; last week I visited it, and these were some of the things I saw. A turn in the carriage-drive from the depot, two miles distant, revealed it to us; a little village of a dozen houses, well built of brick, pleasant and home-like in appearance. In their midst is the administration building, in the shape of a cross, 190 feet long and 175 feet deep in the central part. The large building, with the cottages clustering round it, suggest the plan adopted here, which is a union of the congregate and the family plans. Each cottage holds its own family of from twenty to thirty members, presided over by the house-mother, who, as the superintendent says, "washes and dresses them, trains them, plays with them, pets and spanks them, as an own mother would do."

In the large building they take their meals, and attend school in their six school-rooms. Here resides the superintendent, Mr. Fisher, who succeeds Mr. Alden this year, and is carrying on the work begun by him nobly, with his family and the six teachers. Here are the six school-rooms, including the chapel, where the primaries have school on week-days, and all come on Sundays; the dining-rooms; the bakery, where all the bread and cakes are made to fill these hundreds of mouths; the laundry, where all the clothes are washed by improved steam appliances. Everywhere the perfection of neatness reigns, and the same is true in the cottages.

A detached building contains the steam-engine which sends steam for heating, and hot and cold water, to all the buildings; in this building is also manufactured from crude pretroleum all the gas needed for lighting at the cost of only sixty cents per thousand feet.

Our first visits were to the school-rooms, where we found good teachers and as bright a set of children as can be found anywhere. Happy, frank, open-hearted faces they had; not a trace of guilt or shame about them,—for one thing carefully guarded here is, that no taint of criminality shall attach to children here. They are not sent here because they are criminals, but to prevent them from becoming such. Having no one to care for them, they become dependent on the state, which, as Mr. Alden remarks, is the only price of admission to this school.

The children wear no uniform, but are dressed in good, warm clothing, and present to the eye very much the appearance of a country school, except in the large preponderance of boys over girls. Of the three hundred children in the institution, only twenty-seven were girls at the time of our visit. This is accounted for by the well-known fact that more people are ready to adopt girls than boys.

School over, the boys were soon on their ample play-ground, playing, running, jumping, shouting, singing, or standing on their heads, as wide-awake boys love to do. No supervision is exercised over the playground, except that the house-mothers, from their back doors, occasionally check them by a word, when tones grow angry. But this very seldom happens, we are told; there is very little quarrelling among the boys.

"Do they never run away?" we asked. "O yes, often; a boy's freak, but we pay little attention to it, and it does not amount to much," said Mr. Fisher, thus showing his wise appreciation of boy-nature. "Often one starts up and says, 'Let's run away,' and his companion says, 'Agreed;' and away they go. The flight of the little chaps usually ends in a barn on the other side of the farm, where they play in the hay till it begins to grow dark, when their courage fails and they sneak home. Occasionally larger ones go several miles, but usually before night are glad to accept the offer of some farmer who meets them, and asks if they don't want a ride back to the school. All the neighboring farmers know them and are interested in them. Once in a while a couple will stay away a day or two and then return; but in the ten years of the school's existence only five out of 1,389 admitted have run away to stay, and that was in the early years of the institution."

We spent some time on the play-ground with the boys, finding them approachable and ready to talk with us when we spoke to them, but in no way forward or inquisitive. We then went to Cottage No. 1,—Baby Cottage. Here, as in all the cottages, is a hall running clear through, with front and back doors opening on to porches. On one side of the hall is the house-mother's room, opposite the family sitting and playing-room; behind this is a closet for hanging caps and wraps, and piling playthings; and opposite is the bath-room, with stationary washbowls and a bath-

tub, into which hot and cold water come upon turning a faucet. Into the bath-tub, in his turn, goes each of the little urchins, kicking and splashing to his heart's content, and coming out bright and rosy from the polishing of "mama's" towel. In this house are thirty little boys, under five years old. "How do you ever get them all washed and put to bed?" I asked, remembering certain home-scenes where there were not a tithe as many, yet each found it hard work to await his turn. "O, we manage nicely," said the house-mother; "I have Lotta to help me,"—a one-armed girl of fourteen, who remains in the institution because no one wishes to adopt a maimed child. "And the little ones are very patient and helpful."

Up-stairs are the two dormitories, with rows of neat, white, single beds: "We try to put two babies in a bed, they seem so much snugger and warmer together," she said. In the sitting-room were thirty little chairs, some rockers, some not; "Mama's" rocker, a low table on which they could play, bright colored pictures on the wall, headless horses, jumpless jumping-jacks, and the like, on mantle and table; a cradle into which the wee ones could creep when tired, and an open cupboard in the corner, which the babies call their sleeping-car. The carpenter probably had no such thought when he built it, but those shelves, just about as long as an average five-year-old boy, and near enough the floor for the little ones to climb into, were altogether too suggestive to little folks' vivid imagination, which transforms them into sleeping-berths, and almost any time of day you will see them occupied by little tots, cuddled up as contentedly as if taking "mine ease at mine inn."

The great aim of all connected with the institution seems to be to make it just as much like a christian home as possible, and to pass the children from it to veritable homes as soon as practicable. Not that the State is in any hurry to be rid of the children and so hurries them out to the first one who applies; the reverse is the case, for the greatest care is exercised in securing for the children only good homes, and the state reserves the right to withdraw the children at any time if the homes prove not to be good.

The law provides that in every county there shall be an agent

who shall visit the almshouse and take thence any child under twelve years old; to him the county court turns over all dependent children and all youthful criminals; the criminals he sends to the Reform School or the Intermediate Prison, according to their age; the dependent children, unless they be under three years old, blind, deaf and dumb, or otherwise defective, he sends to the State school. He watches over all State school-children placed in his county, and arrangements are now being made by which the superintendent shall, as far as possible, visit each child once. All this care shows that it is no desire on the part of the State to shirk responsibility that leads it to wish the adoption of children into good homes, but the conviction that the home is God's appointed place for children.

The same conviction leads to making life at the school as much like home life as possible. For the sake of economy, all eat together in the large dining-room of the administration building; even here as much of the family life as possible is preserved, each cottage occupying a table by itself, presided over by its own housemother. When all are seated at their respective tables, every head is bowed, and in perfect concert three hundred voices repeat, "We thank thee, O Lord, for this food, and for all thy care over us. Give us this day our daily bread, and lead us not into temptation, but deliver us from evil. Amen." The reverent attitude and tones of the children, as they repeated this grace and also their evening prayer, impressed us forcibly with the conviction that it was no empty form with them, but that the prayer came from their hearts.

In all the cottages except No. 1,— where the babies are,— the hour from seven to eight every evening is the family hour. Now all gather in the sitting-room to talk over the day's doings, its fun, its work, its lessons, its sorrows, and sometimes its sins, with "Mother," and she gives them loving, motherly counsel. Sometimes she tells them a story or reads them one; often they repeat poems, always they sing much, and close with repeating Scripture and prayer. To all the cottages except No. 1, the children are apportioned according to character rather than age, so that like a real family, this consists of children little and big. "Big," however, is only a relative term, as at the time of our visit there were few children in the school over twelve years of age. It was Friday

night, and all the children had just come from the bath. They were all in their bare feet as they sat in their cosy sitting-room at this evening hour, feet and faces rosy and shining from the bath. The little ones were in their "nighties," ready to slip off to bed should the "sand-man" sprinkle their eyes before the hour was out. As we entered, all were singing very sweetly, "He is ever near me." The song finished, there was a little talk, not only *to* the children, but *with* them; then one of the boys repeated with wonderfully good enunciation and expression the beautiful poem,

> "'The Master has come over Jordan.'
> Said Hannah, the mother, one day."

When he finished it as we have always seen the poem, a dear little fellow took up the strain and told in the same rhythmic measure, how this story is told by the evangelists, "but sweetest of all by Mark," and then all joined in repeating "this sweet story of old" as told by that evangelist. The children now sang a song written on purpose for them, "Oh! we love our own State school." The gusto with which they sang it, especially the loving emphasis upon the personal pronouns, showed that they felt it every word. Each child in turn now repeated a Scripture text, chosen by himself as a safeguard to him during the day. We were struck with the appropriateness of these texts and the hearty way in which most of them were repeated.

After another song they repeated in concert the children's psalm, "The Lord is my Shepherd," and sung it in metrical version, and then repeated (all standing) the ninety-fifth psalm. When they reached the verse, "O, come let us worship and bow down, let us kneel before the Lord our Maker, for He is our God and we are the people of his pasture, the sheep of his hand," all knelt and repeated reverentially a prayer evidently written especially for them, followed by the Lord's prayer. Rising, all joined in singing Pleyel's evening hymn, "Glory, my God, to thee, this night." As the sweet strains died away we left the cottage feeling that, in this State school, children are being better taught God's work and God's will, and are being better trained for noble, efficient manhood and womanhood than are the children in hundreds of homes even of professing Christians.

The various holidays are appropriately celebrated. Christmas especially is made home-like and happy. Governor John Judson Bagley, who may be considered the father of this institution, and whose dying words, "My love for the children," gave the key-note of his life, established a foundation called Kittie Bagley Fund, as a memorial of his own little daughter, early taken home to Heaven. The interest of this fund is spent in buying Christmas presents for the children. Thus the memory of this dear child, whose going left her own home desolate, will continue from generation to generation to cheer the hearts of these orphaned ones, and be to them both a type and a pledge of the more loving ministry of the dear Christ-child.— *N. E. Jour. of Education.*

ON MANAGEMENT.

Much of your success, or want of it, will depend on skill in managing, not only your pupils, but their parents, your trustees and yourself. Let us begin with the last first, for unless you understand yourself pretty well, you'll find things coming up nearly every day that will astonish you. Perhaps you will here make the discovery that you are slow to think but quick to feel. Ponder this idea long enough to resolve that you will cultivate a habit of thinking at a point; and also that you will try not to be over sensitive to rebukes, criticisms, suggestions, however harsh, undeserved, unwarranted.

Again, it may be something of a surprise to you to find out that you don't know everything, "even if you have graduated," as I heard a small child truly (if with some impertinence) tell a young lady who had recently received her "sheep-skin." Perhaps you've been the bright one in the family at home, who have looked up to you until your ideas have seemed to you like the very embodiment of wisdom, and you may have been the brilliant one in your class at school, and yet fall far short of the standard of a *first-class* teacher, and you surely do not mean to be content with anything less than the upper round in the ladder! Well, your ignorance is a darkness that is soon dispelled in these days of institutes, educational magazines, lectures on pedagogy, normal schools, etc. For

the rest, concerning yourself, I will leave you to your own meditations. "A word to the wise," etc., and I am sure now that you will *study yourself.*

Then the next concern, nearest you, will be your pupils. And right here let me say that if you follow blindly this one's "method," and that one's hobby, you'll be a total wreck on the very first obstruction! Some one will say you must govern by love, and perhaps your very first "case" will be one where abstract "love" will have about as much effect as rose-water in a revolution! Or, some one else will bid you let him know at once you are master, and you, forsooth! will be straightway transformed into a tyrant, lacking only the opportunity to place yourself neck and neck with Nero. Be very sure that right here is a fine chance to use the "golden means" of which you've read and heard all your life. Let wisdom, forethought, prudence, common sense, form your "cabinet" of advisers. Do nothing rashly. Make few promises, but *keep every one.* Never threaten, and don't be afraid to say "I was mistaken" (tho' let it be one of your chief efforts *not* to be — and especially do not make the same mistake twice).

Perhaps your chief pet will be your *dignity* for a few months, and it will be remarkable if you do not find yourself stickling for that. As time passes and the new wears off, you will see things of so much more importance to yourself and your school that you will be amazed at the insignificance of the hobby you rode when you first entered the school room as teacher. By that time, too, you will have found out that there is such a thing as a dignity that is, and that which is not. Sometimes a smile is really more dignified than a frown could be. *If you respect yourself your pupils will respect you.*

And the parents! you can make warm, lifelong friends, and secure their hearty co-operation in your labors, thereby lessening them by half, if you will only take the pains. Don't always wait for them to take the initial step, either. *They will meet you half way every time,* but in the hurry and press of business and cares of family they may neglect to make the advances, but your every effort will be met with appreciation and happy sympathy. Besides, your position as a teacher makes the selection of your friends optional with yourself, and the surest way to any parent's heart is

through the interests of his child. This gained, and the whole community is at your service, to support your undertakings of whatever nature.

Then the trustees,—they ought to be your staunch friends, and if you show yourself in the right light you may command them as easily as you do your pupils. You will never do it though, by treating them as though they were all "old fogies." They are not, and if once in a while you find one, it is an exception. As a rule, the business-men of the place, the intelligent men, have been selected to fill the position, and because of their business and intelligence they may be somewhat pressed for time, but by judicious management you can always secure their interest in your cause. It will not be done, however, by filing a succession of complaints for them to act upon, nor by constantly asking for an increased salary. The first you should be able to regulate for yourself mostly, and for the second — why, it remains for you to demonstrate that you can earn any salary. *Make yourself necessary* to the school, its parents, the trustees, and I warrant the salary business to take care of itself. *As a rule*, the teachers get all they can earn, and when you hear one complaining about the pay, just note if he (or she — its apt to be she) makes their business her chief business and all else subservient to it; if she is so greatly interested in and for it that it engrosses the main time and thought *outside of school hours*, if she has a professional or any other library from which she can draw new supplies as the old becomes exhausted; if she attends teachers' institutes and associations; if she takes and reads any, especially her own, educational journals. "By their fruits shall ye know them," and such are the teachers whose salaries are always ample; who never have to look for a position, because they are in demand at any price.

SPRING SCHOOLS.

BY G. R. SHAWHAN, SUPT., CHAMPAIGN CO., ILL.

Many of the spring schools have begun their work — all are nearly ready to begin; most teachers of the winter have changed places, and many have quit teaching for the year. Many young

teachers are beginning that hard work which to so many seems to be easy.

I have thought a few words about beginning these short terms would be profitable, if well considered.

The first mistake that is always made is to turn the classes back to the beginning of the book for a review. The last thing your predecessor did was to review the work done during the last term. Common courtesy requires you to consider that he was reasonably honest and pains-taking in his work — that he taught something. Your plain duty is to begin where he "left off." If you find the pupils have forgotten a subject, you can review that particular thing in one or two lessons and then proceed in the advance work. The great mistake usually made by the new teacher is, that he considers that the former teacher did nothing. This is a false conclusion. He did reasonably fair work. The directors were busy during the past winter, and weeded out most of the poor workers. You ought to consider that though your predecessor was weak in some points, you are also. Who is strong and perfect in all things pertaining to the teacher's calling?

Do not spend your time complaining of his incompetence, but strive to do something yourself. He is absent; he cannot defend himself nor explain his plans nor his intentions. If he left no record ask the pupils for the last lesson they recited.

Assign the next; ask no further questions at that time. One or two recitations will show the weak points. Work at those. Do not waste time teaching what is already known. Do not think about drill or practice, unless you have some definite purpose in view. Be sure you accomplish what you undertake. The history class of our county have this winter crossed the Rubicon. They are through the Revolution. Pray do not lead them back to Columbus and John Smith. All the boys and girls who studied history know about Pocahontas. If you read it again, what good? Suppose when questioning your pupils you should discover that they thought the battle of the Brandywine was fought in Massachusetts; that is not sufficient reason for reviewing the whole revolutionary war. Many teachers, and other people as well, think that state is the source and spring of all things, and if that battle did not occur there it ought to.

If you find them deficient in historical geography, as doubtless you will, see that during your term they master the geography of that portion of the history they study with you. Get the main lines on which the armies moved in the Rebellion; locate the great battles, not by name only, but by the places on the map. Stick a pin there!

If your pupils know the fundamental operations, do not go over compound numbers again because you happen to find a girl who does not remember the number of cubic inches in a bushel. See that she reviews enough to learn what she has forgotten, but do not turn the class back.

In spelling, do not have the pupils write the words and correct their own slates. That is your work. You are paid to teach, and to see that the pupils learn their lessons. Strive to earn your money honestly by honestly looking after your work. Depend upon it, that the people get tired of slip-shod work.

In reading, consider that unless your pupils can tell the main points of the lesson, and write them on the slate or paper, they have not studied well, and cannot read. "Reading is gathering information from the printed page." In school, also, it is expressing to you the information gathered. Be sure first that they have the information. Question about the lesson first. Read the lesson the last of all; read it all. Be not guilty of the old humbug of two paragraphs at a lesson. Study the whole lesson if it requires two or three recitations; then read it all.

Be sure to teach writing. Keep up your written examinations, whether you get the superintendent's examinations or not. Depend upon it, the people want to see what you and your pupils can do.

Do your best. You are engaged for six hours a day. You teach the children six hours a day, but the man or woman who fails to work ten hours a day, takes something for nothing and ought to refund.

Your term will be short. When it closes you will be surprised that you have accomplished so little. But with determination you can place every pupil three steps in advance. Do it.—*Our Country and Village Schools.*

THE THEORY OF METHODS IN READING.

BY HOWARD SANDISON.

In previous articles there have been considered the stages of reading, the distinguishing mark of each stage, and the general method of procedure, as based upon the distinguishing marks. As stated in the last article, these remain to be considered:

1. The purpose.
2. Means of making the work interesting.
3. Method of making the work clear.

PURPOSE.

The purpose of reading has evoked considerable discussion among educators, and there is not yet unanimity of view in regard to this important feature in educational work.

Is it the design of reading to *store* the mind? To *strengthen* the mind? To *store and strengthen* the mind? Or is the end of reading a *fourth something* that has not yet been perceived by the teacher of the art?

One defines reading as "the art of giving proper oral expression to written or printed composition." Another has said that "Reading is the adequate expression in vocal utterances of thoughts and feelings of a writer as expressed in written or printed composition." A third says, "The true object of reading is to make the child's reading *easy*, *intelligent* and *intelligible*." A fourth states that "Reading is the getting and giving of thought by means of words arranged in sentences."

It has also been said that "Reading is that subject which seeks:

1. To give the pupil that knowledge of the various forms of discourse which is a necessary condition to comprehending the content of these forms of discourse.

2. To give skill in comprehending the thought of discourse as a whole.

3. To cultivate certain powers of the mind, especially the imagination, sensibility and will.

4. To give a knowledge of the principles of oral reading and skill in using them."

These views as to the nature and province of reading have arisen, no doubt, from a consideration of the subject matter of reading and of the general aim of education itself, since reading is the one subject, as correctly indicated in the last purpose as given above, that most nearly approaches in its scope that of education itself.

The subject-matter of reading is printed discourse, and the question recurs, as the most preliminary and most important one in the subject — What is the aim of reading in dealing with printed discourse?

The object of reading as a subject may be indicated by considering the object of an individual reading lesson. Lucy Larcom, in describing May, wrote:

> "Oh, the smell of sprouting grass!
> In a blur the violets pass.
> Whispering from the wildwood come
> Mayflowers' breath and insects' hum."

Were this fragment of literature to be the subject-matter of a particular lesson in reading, should the design of the lesson be to give the pupils a knowledge of the words and sentences, i. e., the expressions, as such?

Should the purpose be to give the pupils a knowledge of the thought itself, as such, i. e., to give the pupils, as a permanent possession of their minds, the thought that May is the month that is characterized by odors of sprouting grass and of May flowers, profusion of violets and music of insects?

Should the object be to give the pupils the power to obtain the thought through the form of expression?

Should the end in view in the lesson be to give to the class the power to adequately express orally, in the language of the writer, the thought and feeling?

Or, should the aim of the lesson be to confer the power to interpret the thought of such discourse and give adequate oral expression to the thought and feeling in the same words?

It is presumed that no one would hold to the thought that either the first or second purposes indicated should be the real design of the lesson. The question remains, however,—Would the purpose of the lesson be the third, the fourth, or the fifth as presented above?

This is a question which, it would seem, cannot be answered by considering the subject-matter of reading, only. Recourse must also be had to the object of school work in general. The school work is to prepare one to enter properly upon his duties involved in the relations of family, church, society, business affairs, and state. The reading in school is therefore to deal with printed discourse in that way which will best prepare the pupil to deal with printed discourse as required in these after relations, from which he cannot escape if he would.

If the family relation is considered, especially the family fireside relation, it is obvious that every family circle, if culture reigns there, involves and requires intelligent interpretation and adequate oral expression of printed discourse.

It is equally plain that intelligent participation in the affairs of society, business, church, and state require considerable power of interpreting thought as expressed in print; and in certain phases of these relations, the power to give intelligible oral expression in the same words to the thought and feeling as expressed in the form of print is no small advantage.

Reflection as to the relative importance of the power to interpret printed discourse and the power to orally express the thought of such discourse, in all the relations of life for which school work should prepare, would seem to make it clear that the former, as unlocking to the reader the treasures of the past, and giving to him in so large a measure those ideas and influences that prepare him to cope with the difficulties of life and elevate his standard of living, is more important than the power to orally express thought as found in print, however important this latter power may be, and undoubtedly is.

It may, therefore, be said that the purpose of reading is:

1. To give the pupils the power to obtain from print (or script) the thought and feeling of the author.

2. To give the power to adequately express orally the thought and feeling in the words of the writer; and of this two-fold purpose the first part is the predominant element.

By reference to the purposes quoted above in the beginning, it will be seen that the first and second have in contemplation only the second element of the purposes just stated, and that the third,

fourth and fifth are in substantial accord with the two-fold purpose as given, with the difference, however, that there is in them no indication, as to which element of the purpose is predominant.

Those teachers who hold the first element of the purpose to be the predominant one, will recognize in oral reading not only an end but a *means*, and will be free to employ it, when it seems advantageous, to test whether the pupil has obtained the thought, and also to assist him, through imitation as an instrument, in obtaining the thought; but the teachers who consider the second phase of the subject to be the more important of the two will maintain that imitation should not be employed in teaching reading, and that the pupil should never be allowed to attempt the oral expression of a sentence until he is in full possession of the thought and feeling.—*Ind. School Jour.*

GOVERNING.

All just government, and all successful government, must be in accordance with nature. Nature doesn't hold the rod and and say, "*I* require you to do this," "*I* will reward," or "*I* will punish." She says nothing about reward or punishment; we find the reward ourselves if we obey, and if we disobey, the punishment follows of necessity.

Nature doesn't say, "If you are late in the morning, I will put a pencil-mark against your name, or keep you at noon, or give you a whipping." She says, In the early morning I give the finest show of the whole day; if you are not on hand, you will miss it."

She doesn't prepare her medicines in the shape of a pill, and say, "It is good for you; you must take it; if you don't swallow it by 12 o'clock I will keep you at it until 1." But she mixes together health-giving acids and sweetest juices, puts them in the pear and peach, paints these so that they look "good enough to eat," hangs them just out of reach and says, "You can have them if you will climb."

In nature's scheme, neither punishments nor rewards are arbitrary; they are not something added on, to express the displeasure of our teacher, but they arise naturally from the obedience or disobedience of law and form a part of it.

The strongest governing force is obtained by making the studies attractive to all; then anything that interferes with these studies will be avoided by mutual consent. Aim to show that the rules of the school are not framed to please the teacher, but to promote the best good of the scholars, both in the present and future, and that in breaking them, they do more harm to themselves than to any one else. Base the governing power on their conscience, honor, and good-sense.—*N. Y. School Journal.*

I was around the other evening at a meeting of a company of young people of the First Methodist church, young people who are anxious to study literature, and who are forming a class for that purpose. A good deal of the work proposed by the class is good, but if I were one of the company I would whisper a word or two in the ears of the managers, and tell them to avoid doing much "outline" work. It is the outline work that is the bane of the modern study of English literature. Folks will get together and learn the names of a herd of authors and writers, will try to remember when they were buried, and what was written on their tombstones. They will add to this a list of the books that some of the authors wrote, and call the whole the study of the "outlines" of English literature. All this they will do without reading the books of a single author, or committing to memory a single line that the great ones whose record they fain would know, have written. I should as soon expect to learn of the beauty of Helen of Troy by gazing at her bleached bones, or, in other words, by studying her in "outline." No, no, young folks, if you want to study literature, don't study it in outline, but in detail. Don't poke about among the dead bones of the great ones, but go into their living presence and get acquainted with them. Get into the books they have written, and learn to know the infinite beauties of their lives, the delicacy of their thoughts, the fervor of their imaginations. Then your study of literature will amount to something. Better live a year or two with Burns, or Dickens, or Scott, or Longfellow, or Whittier, and learn every one of these people well, than to ramble around and know the "outlines" of all the poets or philosophers that ever lived. Think this over, young folks. There is no charge for the advice, but I'm sure you will find it good, if it is cheap.—WM. H. SMITH, *Peoria.*

GOOD LANGUAGE.

As soon as a child begins to lisp its first broken sentence its education should begin. Habits are formed which will exist to a greater or less degree throughout life. Such being the case, the conversation of the older members of the family should be carefully guarded, lest the little ones hear and learn ungrammatical expressions and slang, which, sad to say, are so rife among our young people of the present day. The servants, with whom children spend much of their time, should be chosen with reference to this matter. A mother should feel it her duty to point out any grammatical mistake made by them, and insist on their language being correct, respectful, and devoid of slang at all times. It is exceedingly diffiult to break children of habits once formed, and care in this direction will save much trouble and annoyance. One way to cultivate the use of language, and at the same time to learn of the occupations and companions of her children, is for the mother to encourage the daily narration of what they have seen, heard and enjoyed, and the telling of their little experiences. The study of pictures, moreover, in which every child delights, may be used as a great provocation of language. Children always love to look at pictures, and can almost always be induced to talk about them. This study teaches them observation, and how to accurately describe whatever they see. When stories are read to children they should be obliged to reproduce them, using as far as possible the language of the book. The memory is strengthened in this way, a habit of attention formed, and the power of expression increased. If such plans as these are systematically carried out, they will prove a wonderful help in the thorough education of a child. The constant, careful teaching and kind suggestions of parents will accomplish a work which can never be performed by study, and in after years such early home training will show itself in a ready command of language, and an easy, graceful power of conversation.—*National Presbyterian.*

—Study to acquire the habit of thinking ; no study is more important.

EDITORIAL.

TEACHERS' EXAMINATION FOR STATE CERTIFICATES, 1884.

I.

BOARD OF EXAMINERS.

The Board will consist of Supt. John Nagle, Manitowoc; Prof. W. H. Beach, Beloit; and Prof. Albert Hardy, La Crosse.

II.

The Board will meet at Madison, July 10, 1884, at 10 o'clock A. M., and continue in session three days.

The examination will be held in the senate chamber.

On Monday, July 14th, the Board will determine the standing of applicants and make report to state superintendent.

III.

CHARACTER OF EXAMINATION.

For the limited (five years') state certificate, examination will be had in the branches required for a first grade county certificate, with the addition of English Literature and Mental Philosophy.

For the unlimited (life) state certificate, examination will be had in the branches required for limited state cortificates, with the addition of Botany, Zoology, Geology, Political Economy and General History.

Seventy per cent. is the minimum average standard for *limited* certificate; and seventy-five for *unlimited*.

Seventy per cent. is the minimum standard for each of first grade branches, and sixty per cent. the minimum in English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The *limited* state certificate will require three terms of four months each of successful teaching. The unlimited, seven terms of four months each.

Satisfactory testimonials of moral character will be required.

Applicants who fail in any of the branches as required, may for *limited* certificate present themselves, once in *one* year, for re-examination; and for the *unlimited*, once within *two* years after first examination.

In those branches in which they have passed, no re-examination will be required.

Stationery needed will be furnished by the board.

ROBERT GRAHAM, *State Superintendent.*

MADISON, March 11, 1884.

INSTITUTE CONDUCTORS' MEETING.

The usual annual meeting of Institute Conductors will be held in the city of Madison, beginning on Friday evening, July 11, 1884, and continuing through Saturday and Monday, July 12th and 14th. The following topics will be discussed:

1. The functions of Teachers' Institutes at the present stage of the work in Wisconsin.
2. Method adapted to institute work.
3. Limitations of institute work.
4. Syllabus of work for 1884–85, what topics shall be included in it, and what phases of these topics shall be presented.

All County Superintendents are urgently requested to be present and participate in these discussions, which will be opened by the regular conductors. As the character of the work for the ensuing year will be determined at this meeting, none can have more interest than the superintendents in giving counsel as to direction and scope of the work.

Prof. G. Stanley Hall, of Harvard and Johns Hopkins universities, and Prof. W. H. Payne, of Ann Arbor, have been invited to be present and discuss some of the above or similar topics at some of the sessions of the convention, and have accepted the invitation.

Prof. Payne will open the meeting on Friday evening with a discussion of the topic: "The purpose and method of the institute."

ROBERT GRAHAM,
Chairman Com. on Institutes.

WISCONSIN TEACHERS' ASSOCIATION.

Thirty-Second Annual Session, at Madison, July 14th, 15th, 1884.

The programme as far as it can be announced at this date, is as follows:

Monday Evening, July 14th.

Address—"The School and the Home." By Hon. B. G. Northrop of Connecticut.

Tuesday A. M., July 15th.

1. President's address.
2. Brief addresses by former State Superintendents, to-wit: Hon. A. C. Barry, Lodi; Hon. Lyman C. Draper, Madison; Hon. J. L. Pickard, Iowa; Hon. J. G. McMynn, Racine; Hon. Samuel Fallows, Chicago; Hon. Edward Searing, Mankato; Hon. W. C. Whitford, Milton.
3. Address—"Southern School Systems." By Prof. Albert Salisbury, Atlanta, Georgia.

Tuesday Afternoon.

1. Report—Professional instruction in high schools. Hon. Robert Graham, State Superintendent. Discussion.

2. Report—By-Laws of the Association. C. H. Keyes, Sec. of Wis. Teachers' Association. Discussion.

3. General business — Election of officers.

J. W. STEARNS, *President.*
C. H. KEYES, *Secretary.*
C. F. VIEBAHN, *Chairman Ex. Com.*

THE National Educational Association have issued a sixteen page bulletin, giving information concerning the meeting to be held at Madison, July 15-18, 1884.

This includes a general programme, announcements of topics and speakers in the various sections, and relating to transportation rates to and from Madison and upon the various excursions planned for the weeks succeeding the meeting. The various meetings to be held are as follows:

The National Council of Education will open its sessions Thursday evening, July 10th, and convene daily for five days preceding the general meeting of the association. This council is composed of fifteen committees, to which have been referred papers presented at former meetings of the association.

The committees of the council are investigating such important questions as the "Organization of State School Systems," "School Supervision in Cities," "Requirements of Admission to College," "Preparatory Schools," "Oral Instruction," "Practice Department in Normal Schools," "Manual Training in General Education," "Pedagogics as a Science," "The Limits of Co-Education," "Sanitary Appliances of Public Schools," "School Reports," "Educational Statistics," and "Moral Education."

Reports on several of these topics will be considered by the council, and a summary of the conclusions reached will be reported to the National Educational Association. It is expected that each of the fifteen committees of the council will hold meetings at Madison, in connection with the meeting of the council. The meetings of the council are not for the general public.

The Froebel Institute of North America will begin its sessions Monday evening, July 14th, and continue them through the 15th, 16th, and 17th. The exercises will consist of addresses and discussions upon topics related to kindergarten training, and the following are announced as leaders upon the programme: The President, W. W. Hailmann, Laporte, Ind.; Supt. James MacAlister, Philadelphia; Prof. H. H. Straight, Normalville, Ill.; Pres. John Ogden, Washington; Miss Sarah A. Stewart, Milwaukee; Hon. John Hitz, Washington; Col. F. W. Parker, Normalville; Pres. Irwin Shepard, Winona.

The meetings of the National Association will open on Tuesday evening, July 15th. The outline programme is as follows. A special programme of daily exercises will be issued later:

I. THE PRESIDENT'S ANNUAL ADDRESS.

II. CITIZENSHIP AND EDUCATION. Hon. J. L. M. Curry, LL. D., Virginia; Gen. John Eaton, LL. D., Washington.

III. EDUCATION IN THE NORTHWEST, Col. William F. Vilas, Madison.

IV. EDUCATION AT THE SOUTH. Pres. A. G. Haygood, LL. D., Georgia; Rev. A. D. Mayo, Massachusetts; Supt. Albert Salisbury, Georgia; Prof. William H. Crogman, Georgia; Prof, R. H. Jesse, Louisiana; Major R. Bingham, North Carolina; Prof. B. T. Washington, Alabama, and others.

V. NEEDS IN AMERICAN EDUCATION. Mrs. Eva D. Kellogg, Massachusetts.

VI. THE CONSTANT IN EDUCATION. Supt. B. A. Hinsdale, Cleveland, Ohio.

VII. WOMAN'S WORK IN EDUCATION. Mrs. Rebecca D. Rickoff, New York; Miss Frances E. Willard, Illinois; Mrs. May Wright Sewall, Indiana; Mrs. Sarah B. Cooper, California; Miss Alice E. Freeman, Massachusetts; Miss Clara Conway, Tennessee; Miss Ella W. Somerville, Washington, and others.

VIII. EDUCATION OF THE INDIAN. Gen. S. C. Armstrong, Virginia; Capt. R. H. Pratt, Pennsylvania; Rev. Albert Riggs, Dakota; Hon. J. W. Haworth, U. S. Superintendent of Indian Education, Washington.

IX. DEAF-MUTE EDUCATION AS RELATED TO PUBLIC EDUCATION. Prof. Alexander Graham Bell, Washington.

X. PRINCIPLES AND METHODS OF A SYSTEM OF ELEMENTARY EDUCATION. G. Stanly Hall, Ph. D., Maryland, and Hon. John W. Dickinson, Massachusetts; William T. Harris, LL. D., Massachusetts; Col. F. W. Parker, Illinois; Hon. J. H. Greenwood, Missouri; Hon. O. V. Tousley, Minnesota; Supt. Geo. Howland, Illinois, and others, have been invited to take part in the discussion.

XI. THE UTAH PROBLEM AS RELATED TO NATIONAL EDUCATION. J. M. Coyner, A. M. Salt Lake City, Utah.

XII. THE NATIONAL EDUCATIONAL ASSOCIATION will close with a mass meeting in the park of the capitol, on Friday evening. Addresses may be expected from Hon. J. M. Rusk, Governor of Wisconsin; Ex-Gov. Hon. Lucius Fairchild, and other distinguished representatives of the several states and of foreign governments.

Besides the general meetings for the above order of exercises, provision is made for simultaneous meetings of the following special sections of the Association, under the directions of the several officers, as follows:

Elementary Department — F. Louis Soldan, President.

Normal Department — E. C. Hewitt, President.

Department of Higher Instruction — J. L. Pickard, President.

Department of Superintendence — B. L. Butcher, President.

Industrial Department — C. M. Woodward, President.

Department of Art Education — L. S. Thompson, President.

The bulletin gives the list of topics and speakers for each of these department meetings, which includes names of the highest repute from all parts of the country, and subjects of vital importance and the most practical character.

At the date of issuing the bulletin of course it was not possible to do more than announce the general plan and purposes of the exhibit, which is under the direction of Pres. J. H. Smart, of La Fayette, Ind.

A large number of these bulletins have been sent to county and city superintendents for distribution, and a limited number can be had upon application to the state superintendent.

If this general plan is carried out, and no reason now appears why it will not be, certainly it will be an occasion where every one can find just the instruction and stimulus needed for general exhilaration, and for special help in the particular department of individual labor. To no class ought such a gathering minister greater help and inspiration than to that large class pursuing the isolated ways and often thankless tasks of the ungraded school teacher. One week of close contact with the sources and springs of that interest in public education, which includes in its circumference every class of work and workers, from the university to the humblest primary school, should send a thrill through every mind and heart thus favored, inspire with clearer and broader views, and lead to better methods, better preparation, and more worthy estimates of the vocation of the teacher.

THE Twenty-Fourth Annual Report of the School Board of the city of Milwaukee, for the year ending August 31, 1883, came to hand too late for suitable notice last month. This contains the first annual report of Superintendent Wm. E. Anderson, and has been looked for with no little interest by the friends of that gentleman. The statistical tables are carefully prepared, are instructive and suggestive, and worthy of careful study. The superintendent discusses the recently introduced system of half-day classes, rendered necessary by the utterly inadequate accommodations provided for the applicants for school privileges, and regards it "as one of those beneficent necessities which people are sometimes unable to appreciate till taught by sheer force of circumstances," but concludes that it calls for much larger expenditures of both physical and nervous force, on the part of teachers, which should find appropriate acknowledgment upon the pay-roll. Satisfaction is expressed over the prospective relief in the Fourth and Fifth Districts by occupation of new and commodious buildings, but in other parts of the city there is pressing need of greatly increased accommodations. The standard of teachers' qualifications has been maintained by the co-operation of those having in charge that matter, and the importance and necessity of continuing to insist upon a high standard of scholarship is urged, and forcibly commented upon. A revision of the course of instruction has been made, and a manual of the same prepared for the use of teachers. The modifications have been practical, and in accordance with the demands of the times, one of the important changes being the introduction of book-keeping as a study in the eighth grade, and the results have been gratifying. The superintendent discusses at length the subject of drawing in the schools, and urges such eliminations and direction in execution, that the system shall point more emphatically toward industrial arts and practical uses. Examinations receive thorough atten-

tion, the evils of prevailing methods are pointed out, the real purposes and functions of examinations are stated with clearness, and methods indicated which will, it is hoped, secure these. The subject of industrial education, and the need and propriety of manual training in public schools, are fully considered, with temperate and conservative conclusions.

The report, on the whole, is an excellent one, and the friends of Supt. Anderson will not be disappointed. It should be read by principals throughout the state with care. We do not understand the long delay in issuing the report.

FOLLOWING is the list of persons who have been constituted life members of the National Educational Association in Wisconsin since the decision of that body to hold the next annual meeting in Madison, July 15th:

W. D. Parker, River Falls: J. W. Stearns, Whitewater; Albert Hardy, La Crosse; John Bascom, Madison; J. Parkinson, Madison; A. J. Cheney, Chicago; W. A. Willis, Baraboo; C. H. Nye, Platteville; G. S. Albee, Oshkosh; I. N. Stewart, Port Washington; E. A. Charlton, Brodhead; J. B. Thayer, River Falls; Geo. Beck, Platteville; J. T. Flavin, Watertown; L. D. Harvey, Sheboygan; Sarah A. Stewart, Milwaukee; J. Q. Emery, Fort Atkinson; Joshua Stark, Milwaukee; James T. Lunn, Ironton; N. C. Twining, Monroe; H. C. Howland, Eau Claire; Fayette Boyce, Beloit.

The following life memberships have been taken by the organizations named, and will elect representatives in the association:

Platteville Normal School; Philadelphian Society, Platteville Normal School; Athæneum Society, Platteville Normal School; Board of Regents of Normal Schools; Wisconsin Teachers' Association; Spencerian Business College, Milwaukee; Principals' Association, Milwaukee.

THE *Pacific School Journal*, in discussing the mooted plan of incorporating a manual labor department in the public school system, raises a timely note of warning against hasty and inconsiderate changes in school systems, upon a mere clamor for change, and neatly sums up the matter as follows:

At no time in the history of our country has a greater interest been shown in educational affairs than at the present day; and because of this fact, all who have the true interests of the children of the present and the state of the future at heart, should be on their guard to protect all our schools from all classes of would-be reformers, who endeavor to inflict serious injuries, whether from ignorance or design.

If a proposed change in school methods is urged from pure motives and by honest parties, it does not necessarily follow that it is wise to adopt it. Any measure which contemplates radical innovations should be thoroughly scrutinized before it is adopted, and even then some inexpensive test should be made by way of trial. It may be best to attach workshops to our public schools, but we do not believe that at present it is a demonstrated fact. A change of this kind is so exceedingly radical, and it would carry results so far beyond and in directions so different from what a cursory examination would indicate, that a judicious conservatism is needed to prevent disastrous results. It opens lines of work prac-

tically without limit, and if the general principle is once admitted as correct, an argument is furnished for the introduction of schemes which the most earnest advocate of the so-called industrial education would shrink from. Hence, we advise moderation in any measure so revolutionary as this. The original public school idea is, that intelligent men and women are necessary to the perpetuity of the republic; the modern one is, that the state should fit our youth to make a living; the former involves a duty of the citizen to the state, the latter that of a duty of the state to the citizen.

Hon. Joshua Stark, who for thirteen years has been a member of the school board of the city of Milwaukee, and for eight years the president of the board, having declined reappointment, was tendered a testimonial reception at the normal school in that city, May 17th. Speeches were made by J. J. Mapel, principal of the high school; Miss Schoenemann, L. Webb, L. A. Proctor, R. C. Spencer and other gentlemen. These were interspersed with music. At the close of his remarks, Prof. Mapel, on behalf of the teachers of the city, presented the retiring president with a certificate of life membership in the National Educational Association. Mr. Stark responded in a neat and fitting speech, assuring his friends that the teachers of Milwaukee, and not his efforts, had made the schools of the city what they are. In order to testify the high appreciation of the service Mr. Stark has rendered the cause of public education during his long connection with the board of education, the citizens have tendered a banquet in honor of that gentleman, which will take place at the Plankington House, June 9th.

A. S. Barnes & Co., New York and Chicago, publish a new work by J. Dorman Steele, Ph. D., entitled "Hygienic Physiology, with special reference to the use of Alcohol and Tobacco." The work is adapted from Steele's Fourteen Weeks in Physiology, and is designed to cover the ground instruction in which is required by the recent laws of Michigan, New York, Ohio, and perhaps other states. These special topics are treated with care, candor and conservatism, but with great brevity. It will require, as indeed is the case with every text-book on physiology, the vitalizing power of an interested and sympathetic teacher, to make these special topics fruitful for good. After all it is a question whether any modern book has excelled or equaled Jarvis's "Physiology and Health," published by this same firm nearly twenty years ago. We have never seen a work so full of suggestions for a live teacher to work out in a practical course of engrossing interest and value.

On another page will be found the advertisement of the summer school, or institute, for instruction of teachers of drawing, which Prof. Zimmermann is to open in Milwaukee August 4th. Prof. Z. writes that he proposes to fit up his room with all necessary casts, models, drawing tables and boards, easels, squares, crayons, paper, etc., etc., to make a complete outfit for the purposes of the school. This will involve great outlay, while the fee for the session is but $20,

for the same facilities which a Boston school charges $100 for, and a Columbus school $20 for one half the same time.

Prof. Z. further writes it will be his endeavor to make the work as practical as possible, beginning at the elements and building up, and no expense will be spared to make the course the most profitable that has ever been given anywhere. In course IV such topics as the aim of Prof. Adler's school in New York, and Mr. C. S. Leland's work in Philadelphia; Manual Training Schools, and Industrial Departments in Graded Schools and High Schools will be discussed. Course V. will include memory, dictation and blackboard drawing, with daily drills and exercises. Read the advertisement and send for a circular.

In nearly every family are found one or more monthly magazines which come regularly to the household; in a very large proportion of families also is found a musical instrument, with a greater or less supply of sheet music, to which additions are constantly made. The great need in all such families is a simple, neat but effective portfolio, or binder, which will preserve these magazines and this sheet music in good form, ready for use, and where they may readily be found. This need seems to be thoroughly met in the Cassidy Binder. No holes are made in the periodicals, no tieing is necessary. Any sheet or magazine may be removed at any time without disturbing others inclosed in the binder, it opens readily at any required place, and seems to be admirably adapted for the use for which it is designed. The Binder is made in three thicknesses, and in sizes adapted to the various magazines published, of general circulation. The manufacturers are desirous of securing a large number of canvassers to sell the binder, and no doubt many teachers will find it remunerative employment for vacation to engage in the business. Address Cassidy Binder Agency, 835 Wabash Ave., Chicago, for particulars.

The *Century* for June contains four illustrated articles, two of which are of special interest to the general reader, viz.: A French American Seaport, a charming sketch of the social, industrial and commercial life of the island of St. Pierre, near Newfoundland; and Sailors' Snug Harbor, including a portrait and sketch of the founder of that retreat. President Eliot has a notable article, What is a Liberal Education? Another article of especial interest is Miss Fanny Stone's Diary of an American Girl in Cairo during the war of 1882. It is a vivid and remarkable narrative of the life of Gen. C. P. Stone's family during the month that mother and daughters were exposed in Cairo to the greatest uncertainties and dangers, while General Stone was at his post with the khedive, and aiding in the English operations against Arabi. General Stone, in a prefatory letter severely criticises the English attack upon Alexandria.

St. Nicholas for June, with its new and beautiful cover and profusion of elegant illustrations, is as attractive to the eye as a periodical can well be made, while its table of contents is irresistible for children or adults. Many schools are using this magazine now for supplementary reading.

THE *Popular Science Monthly* for May contains a portrait and an interesting sketch of Prof. Arnold Henry Guyot, recently deceased, the author of the geography series and wall maps called by his name. Also a sketch of the life work of Louis Pasteur. The Modes of Reproduction in Plants, Ensilage and Fermentation, Geography and the Railroads, are other articles which will interest teachers and the general readers. These are supplemented by articles of especial interest to scientists and sociologists.

AT the meeting of the newly constituted Board of Education of the city of Milwaukee, held for the purpose of organization, Paul Bechtner was elected President of the Board, and A. H. Schattenberg was re-elected Clerk. Wm. E. Anderson was elected Superintendent of Schools, by a unanimous vote.

PROF. O. N. WAGLEY, for the past three years the able and efficient principal of the High School of Brodhead, will retire from teaching at the end of the present term. He has already made arrangements to go into the drug business at Newton, Jasper County, Iowa. The ranks of the teachers will lose an honored member, and Brodhead a good citizen.

WERDEN REYNOLDS, an old citizen of Green Bay, a prominent member of the Odd Fellow fraternity, and one of the oldest teachers in the state, has attained his 71st birthday. Mr. Reynolds is now principal of the Ft. Howard High School, and enjoys the felicity of teaching the grown-up children of many of his former pupils.

MR. THOMAS HEMMING, of Tiffin, O., writes: "I commenced teaching in 1833, and it has been my principal occupation. Many of my first pupils have died in a good old age. If you know of a teacher who has taught more than fifty years, please to send me his address. I am 72 years old to-day. The longer I teach the better I like the business. I had a school engaged for the past winter, but sickness compelled me to give it up. I hope to teach the coming summer."

A COUNTRY paper contains the following curious instance of mispunctuation: "Lord Palmerston then entered on his head, a white hat upon his feet, large and well-polished boots upon his brow, a dark cloud in his hand, his faithful walking-stick in his eye, a menacing glare saying nothing."

THE day is coming when pure white walls and ceilings will give place to light neutral tints, or such as hint of green or brown or other restful colors. Glaring white has prevailed too long, especially in our schools.

A FEW days ago a teacher in one of our public schools was exercising her class in definition of words and the writing of sentences. "Deceitful," said she, "means false;" and she told one of the scholars, a tow-headed boy, to write on his slate a sentence with "deceitful" in it. He scratched his cranium, looked at the ceiling, and then ran his pencil over the slate. "Read what you have written," said the teacher. "My ma has deceitful teeth," was what he read. The teacher laughed and the boys laughed, and they laughed so long that it was time to go home before they recovered.

DISCIPLINE is made up of minute formalities. When the teacher has learned to repress his inclination to scold or punish, and acquires the habit of noting the manner of performing the smallest formalities, he is on the road to success. Everyone can acquire the power of ruling others by steadily setting himself to do so; by thinking well over his orders before giving them; by giving them without faltering or equivocation; by determining in whatever case and at whatever cost to see them obeyed; and, above all, by taking care that they are reasonable and right, properly adapted to the nature of children, its weakness and its needs.

IT IS the half doing and not the whole doing which most tires. It is the breathless, hurried, spasmodic exertion which soonest exhausts. In the manual of arms the proper handling of the musket is accomplished through a series of efforts, each one of which has its definite end in view. It stops when that end is accomplished and is succeeded by another equally exact. As a result, not only is the end in view secured in the quickest and easiest manner, but a certain sense of pleasure and satisfaction accompanies the act. All dexterity is the result of an analogous system. All slovenly action comes from the lack of this discipline. One may carry out this mental military discipline in the tying of a shoe-string, the arrangement of a neck-tie, or the sewing on of a button. When this habit is established in all things, there is true mental discipline.

THE PESENT AGE says: The assignment of lessons for home study by teachers in the public schools has been recently criticised and condemned by the superintendents both of the Milwaukee and the Chicago schools. Superintendent Anderson, of Milwaukee, has made a careful investigation, and recommends its abolition in that city. As a rule, he says, the practice is unnecessary, as pupils in schools where home study is discouraged stand as high in scholarship as in those where it is practiced. The practice, he says, operates to the positive injury of the pupil, physically and mentally.

We regret that we cannot agree with the eminent authority quoted by our contemporary. The question of home work or no home work is not mere theorizing with the writer. It has been our custom for years to require all students

above a certain age and class, say ten years old and the fourth grade, to do some work at home. We have seen that this work was regular, *i. e.*, assigned week in and week out, and not excessive in quantity. The benefits arising from the system were and are manifold. The children are taught system; they get in the way of regular habits of work; by having some set task to do at home and comparatively alone, they become independent; they learn, by practice, how to use books, how to read, how and where to obtain information — one of the most useful things school life can impart; they acquire from the regular, daily home-work the habit of industry in brain work, a habit the possession of which is the surest guarantee of diligence in after life. It may be said, in reply, that these things may all be accomplished by study in school under the direction of the teacher. We believe not so. The experienced instructor will agree with us that the surroundings in the schoolroom, the large number of students, the constant change from study to recitation and the reverse, the very presence of the teacher and the reliance of the pupil on his constant help and direction, all tend to prevent that concentration of mind, that abstraction, so needful to successful mental acquisition.— *Pacific School Journal.*

We have heard of an ingenious farmer who could make hay *by ciphering* — whether the sun shone or not. Probably he took an average, counting out the days that rained. It is the way the statisticians do when they reckon how rich we, the great Yankee nation, are. We know a good many counted-out ones who would be glad of their one-thousand-dollar share ciphered out in the article below:

The facts and figures gathered by the census and by other means of a like nature will show this to be the wealthiest nation in the world, says a Washington dispatch.

Counting the railroads, shipping, lands, live stock, investments, houses and furnishings, and all representatives of wealth, the grand total of wealth in the United States is put down at $50,000,000,000, while that of Great Britain is nearly $10,000,000,000 less.

The wealth per inhabitant in this country is, therefore, practically $1,000 per head. In Great Britain it is a little above that. Notwithstanding the complaints that there are monopolists and that labor in this country is not given a show for itself, these same statisticians say that, assuming one hundred as the standard, seventy-two parts of the products go to the laborer in this country, fifty-six parts in Great Britain and forty-one parts in France, while capital gets twenty-three parts in this country, twenty-one parts in Great Britain and thirty-six parts in France.

Here the government gets five parts, while in France and England the government gets twenty-three parts. These figures are worth cutting out for reference when you hear somebody growling about our extravagant government or the oppression of labor.

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SCIENCE TEACHING — CHILD LESSONS IN NATURE FOR THE SCHOOL-ROOM.

Among the natural objects with which our earliest recollections are associated is a certain large rock that stood conspicuous upon the top of a low, mound shaped hill. In form it was nearly spherical; but more remarkable than its form was the fact that it was not planted in the ground, like an ordinary rock, but stood perched fairly and squarely upon the back of a still larger rock. Rough and weather-beaten, and grim with moss, looking much as though it might have held its position for at least six thousand years, and yet seemingly so nicely poised that it would have required no very great effort to have toppled it over and sent it crashing down the hill-side into the peat-bog below, this rock was an object of infinite childish wonderment. How did it get there? Certainly it was never placed there by human hands, and yet we had our doubts whether it had always stood where we saw it. Perhaps it had been put there by some giant, for we had read that "there were giants in those days;" or it might have been thrown up there by the surging waters of the flood at the time when the ark was floated to the top of Ararat.

Years afterwards we learned that older persons than ourself had

speculated about rocks of this character; that they were known as boulders, and that it was pretty clearly established that these particular boulders with which we were familiar had been brought down from the Laurentian Hills, to the northward, by the action of ice, either upon the back of a glacier or imbedded in icebergs which had floated over that region unknown ages before, when it was buried under the waters of an ocean. Had any one then told us this story of our boulder, we are sure it would have been listened to with eager interest.

Other things, as we remember, now that we have entered upon this subject, were equally mystifying in those years. The thunder, when it crashed and rumbled so terrifically — was it really caused by the dumping of loads of stones upon the roof of the sky? And the rain, which poured down from the clouds — how did it get into the clouds, and why did it not always rain when it was cloudy? And then there were the stars, that one might watch coming into view at night, one by one — who lighted them up? or might they not, after all, be only little holes in the sky, permitting to our mortal sight a peep at the glorious Heaven beyond.

Every one who will recall his early ideas of natural objects and natural phenomena, will find among them just such crude notions as these. With the first dawning of intelligence within us, we found ourselves surrounded by mysteries which forced themselves upon us for solution, and which we solved as best we could by the light of such experience as we had. The greater number of our childish theories were transient; they were corrected by enlarged experience, and they have been forgotten. But others were entertained by us so long that we may still remember them. For the most part, they were of matters beyond the reach of our personal experience, and were only corrected when we had arrived at the age for reading and study.

We are very apt, in our intercourse with children, to lose sight of this early experience. Too often we attempt to teach children without understanding them. We forget that their minds are stored with erroneous ideas, provisionally adopted, and which sooner or later must be discarded; that they look upon things around them with thoughts very different from ours, because they know very little except what they have gathered through their own

limited and imperfect observation, or have imagined in their own brains, while we have had the benefit of the experience and the thought of past generations. And yet they are doing their best, unconsciously perhaps, yet in obedience to their human instincts, to solve the mystery of the world around them. It requires but a very simple experiment to discover this fact. Take any school child, no matter how dull a scholar he may be, and talk with him about some of the curious thing in nature — about animals, or plants, or sea-shells, it matters little what — and see how easily he can be interested. These are the things of all things which he likes to hear about. And is this sort of knowledge useless? Is it not, on the contrary, the very sort of knowledge which our human nature prompts us to seek, and which we cannot help seeking if we would?

In our own day the domain of science — which during the past century has been rapidly widening, and in which new or improved means of research have revealed such an infinitude of wonders that we may almost be said to have discovered a new world — has been thrown open, as never before, for the entrance and inspection of the general public. It has become a sort of tourist's land, in which every one who has any love of nature, and is curious to observe the working of her forces, may walk with competent guides, sure of finding at every step something to awaken his admiration. He may watch the formation of the chalk with Huxley, or the curling smoke and the ethereal blue with Tyndall, or the growth of continents with Agassiz; or he may study the stars and the nebulæ with Proctor, or with Lankester the microscopic forms of life. "Popular science" — a phrase that would somewhat have puzzled our fathers a generation or two ago — already has an extensive literature, the rapid growth of which is a sure indication of the wide and spreading interest awakened in the subject with which it deals. Brought out from the laboratory and the class-room, and stripped of some of its unsightly dress, science has been found to be a thing not only quite harmless — for our fathers were a little afraid of it — but withal exceedingly attractive.

And while we are taking our pleasure in this fairy-land, where are the children? Can we not take them along with us and show them some of the wonders that have been revealed to us? Can we

not assist them in their search for knowledge — open their eyes to numberless curious objects which lie all around them, yet which they have never seen; tell them of other wonders of which they will never gain a knowledge by themselves, and aid them by our guidance in forming clear and accurate ideas about the world in which they live?

This question — the question of science-teaching for children — is beginning to force itself in one shape or another upon the minds of all our more thoughtful teachers — is beginning to assume prominence as an educational question. There is a growing conviction that we are not doing our whole duty by children when we merely teach them to read and write, and to deal with numbers, even though we add geography and the history of their own country. Children have a right to require of us something more — that we open for them, if only a little way, the great book of nature, teach them how to read it aright, and give them the key to that knowledge which, although it may not be of direct aid to them in earning their bread and butter, is the most satisfying of all knowledge, because it can be made the subject of thought. Already we are improving our methods of instruction. Gradually but surely we are banishing from the school-room the old dogmatic method, under which the child was a passive recipient of such bits of knowledge as were doled out to him by his teacher, or were spread before him in his text-book; and in its place is coming into favor what may be called, by way of distinction, the scientific method. The aim of this method is, not to cram the child's mind with facts, useful or otherwise, but to induce him to observe and to think for himself; not to burden his memory, but to cultivate his perceptive and reasoning powers — to make of him a self-reliant thinker, rather than a mere catch-all of ideas not his own.

But, besides new methods of instruction in the school-room, new subject-matter is to be introduced; and here it is that the problem begins to assume perplexing proportions, and to require for its solution the most discriminating judgment. There is danger of attempting to teach too much, or, rather, too many things, as well as the danger of setting about the work in a wrong way. Unless the signs of the times are deceptive, the day is not far distant when the giving of nature lessons in the school-room — as many teach-

ers are now doing as an extra, self-imposed work — will be considered as much a part of the teacher's duty as the teaching of arithmetic. But how shall they be given, and what shall be taught?

The first step toward the solution of a problem is to obtain a clear understanding of the problem to be solved. Let us see what it is that we wish to accomplish. Our pupils are young children. We wish to aid and direct them in a work which they have already begun, the acquirement of knowledge about the things which they see around them. We wish to give them some insight into the operation of the forces of nature; to show them the causes of many phenomena which are to them mysterious, and the number of which will increase as we lead them to observe more closely. We wish to lead them gradually into broader fields; to carry their minds back into the past, and teach them something of the earth's history — of the great changes which are known to have taken place upon its surface, of extinct forms of vegetable and animal life; and, finally, to carry them into the immense domain of astronomy, and try to give them some idea — adequate conception no one can have — of the vastness of the universe and the littleness of our own earth. We are to run through the whole domain of the natural sciences, but we are to select from each only such parts as suit our purpose — such parts as, when pieced together, shall afford a clear conception of the constitution of nature in its entirety, and shall form a fund of knowledge, accurate as far as it goes, to which the pupil may add in after years through his own observation or his reading.

It may be laid down at the outset, as an undebatable position, that this sort of instruction cannot be given through the text-books. The text-book is, indeed, the first danger that is to be guarded against; it is the rock upon which the whole scheme is liable to be wrecked. Once establish a course of science-teaching in schools, and text-books will spring up like mushrooms. But let the teacher who wishes to do effective work exclude them from his school-room, or lock them up in his own desk. There may be books useful as aids to the teacher, books which will give him hints or information; and, indeed, we have before us a list of such books — "Guides for Science Teaching," published under the

auspices of the Boston Society of Natural History — but let them not be put into the hands of the pupil, at least not to be studied. There is but one way of teaching a subject so varied as this, and in such constant need of illustration, and that is to teach it orally. The instruction must have a conversational form, the pupil taking his part, and all points must be illustrated, not by wood-cuts, but by the objects themselves, or by actual experiments, as the case may require. It is in this way only that it can be made interesting and real.

Can a course of instruction so comprehensive as this be introduced into our common schools, as they are at present constituted, without deranging the whole system, and either crowding out studies which are considered essential, or adding to the labors of the too often already overworked pupils? Assuredly it can. In the first place, we are not to introduce a new *study*, as children understand the term study, and thereby increase task-work. We propose to do for the children what the popular lecturer upon science is doing for us grown people — only, instead of isolated and hap-hazard lectures, we will have our lectures arranged into a system with a distinct object in view. If our work is done well, instead of adding to the labors of the children, we shall really afford them relaxation and entertainment.

In the second place, the time required for the accomplishment of the work here proposed must not be estimated by its magnitude. We venture to assert that a skilful teacher who has a clear perception of what he or she is aiming at, can, in a single school year of eight or ten months, go effectively over the whole ground above sketched out, by employing for the purpose a single hour each week.

Let us in concluding the subject outline a course of "lectures," rather for the sake of indicating their general plan and character than of fixing upon any definite scheme, which each teacher will arrange for himself.

We will select, as the hour for our "lecture" — which is, of course, to be simply a talk with the children — the more informal the better — the last hour of the week. Let it be understood by the children that this lecture is a sort of reward for good conduct during the week and that the hour must have been *gained* by efficient

work. We may be certain that if our part is done well, not one hour will be gained but a whole day, if necessary. We begin our course in some department of the natural sciences in which our children can not only be easily interested, but where they can be set to work at once investigating for themselves. The sciences which best combine these conditions are Botany and Entomology; the former will be more interesting to the girls, the latter, which is the better suited to our purpose, since specimens are more readily collected and preserved, may be more interesting to the boys. Perhaps for this reason the two departments can be advantageously worked together. Our first aim, let it be remembered, is to form in our children a habit of observing, to set them to finding out things for themselves. We cannot do this better than by concentrating our labors upon some limited field. If we choose to begin with Entomology, we will not attempt to cover the whole ground, but will select some particular insects for special study. The structure of insects, the history of insect life, the diversity of species, can be learned better by close study of a single group of insects than by taking a more cursory survey of the whole insect world. We will choose butterflies.

We have boys in our school who have often caught butterflies, few indeed who have not, for the mere fun of catching them. How many of these boys can tell us the number of a butterfly's legs, or even of its wings? Ask these questions, and we shall be surprised at the variety of answers we shall receive, at the inaccuracy of a boy's knowledge of an object so familiar to him as a butterfly. We will send one of our boys out into the field to catch a butterfly for us and have these questions answered. Let us look at the insect a little more closely. How many of our children have ever seen that curious tongue, coiled up like a watch spring? We insert a pin into the coil and slowly extend it to its full length. What a singular feeding apparatus it is! When next the boys go into the field let them creep cautiously up to a flower upon which sits a butterfly and observe the working of that tongue. If we have a microscope — it need not be a very poweful one — we will show them the beautiful compound eye of the butterfly, the scales of the wings, the jointed antennæ, the slender, thread-like legs, and the claws which terminate them. There is much to be seen about a butterfly, if one examines it closely.

Having awakened an interest in the object, we are ready for our lecture — the history of that butterfly from the egg through the *larva*, or caterpillar, and the *pupa*, or chrysalis states to the perfect insect. The story perhaps will not be altogether new to the children, but it has never been presented to them with so much reality as now that the object lies before them. But more than this, it is a story which, wonderful as it is, they need not and should not accept upon our mere statement, but which they can verify for themselves. We will tell them how; we will suggest to them some simple arrangement by which they can raise a caterpillar for observation, and can watch it through its final transformation. We may be certain that in the week following this lecture there will be a demand in our neighborhood for grubs and caterpillars and that half of our boys will be raising butterflies.

A great part of the mischief in which boys engage comes from the fact that they are left to find their own amusements. We have given them here a means of harmless amusement, as well as of instruction. Under our superintendence they form themselves into an amateur body of young naturalists. They collect and compare specimens, and discuss among themselves the "points" of their butterflies, their specific markings. They hunt up their names in books, or where their search is unsuccessful, give them names of their own. As our course advances, and we take up other subjects and assist our pupils, with our advice in forming cabinets of natural history, we widen the field of this useful amusement. Unconsciously they are educating themselves; they are acquiring a habit of using their eyes, for they are continually on the alert for specimens. Bugs, butterflies, minerals, shells, bird's eggs, bits of wood are gathered up on all sides and go into the voracious cabinet, not helter-skelter, if we preserve over our naturalists a proper oversight, but carefully arranged, labeled and described in a catalogue.

There arises among our children a demand for books upon the subjects in which they have become interested. And here comes into view a consideration — perhaps the prospect may be a delusive one, but we cannot think so — that possibly, in consequence of this new taste, there may be some decline of interest in the dime novel.

These "object lessons" will be followed by lectures requiring to be illustrated by experiments. We shall give lectures on heat, on sound, on light. In each case we shall make a careful selection of the phenomena we are to explain and illustrate, and generally we shall set before ourselves some central purpose as the aim of each lecture or series of lectures. For example, our lectures upon light are designed to lead up to an understanding of the rainbow and the human eye, To effect this purpose we must explain and illustrate the reflection and refraction of light and its composite character. The whole apparatus needed for this purpose is an ordinary mirror, a convex lens — a spectacle glass will do — and a glass prism. Even with this simple apparatus a skilful teacher can hold the attention of children as fixed as ever Tyndall held an audience.

Our course will close with geology and astronomy. The leading facts of both these sciences will have to be accepted by the children upon authority, as indeed they are accepted by most of us grown persons. The record of the rocks is only to be read distinctly when we take a survey of wide areas of country. Still we can point out to our young auditors many facts which will bear out the statement we make to them. They can see for themselves the action of water during a heavy rain, wearing away the hills and filling up the valleys; or they can see it in the creek or on the sea-beach, grinding the stones into fine sand. Perhaps there is in our neigborhood some stratified rock, bearing evidence of its having been tilted up by immense force at some epoch in the past. All the better if this rock happens to be a sandstone, and better still if it contains streaks of pebbles, for there can be no more striking evidence that it was once a part of a river-bed or of a sea-beach, and that it was not always rock.

The truths of astronomy, even more than of geology, will have to be accepted upon faith. Let us begin by trying to give them some idea of the great size of the sun as compared with the earth, which they have come to look upon as such an immense body. To tell them all that the diameter of the sun is more than a hundred times that of the earth will excite their astonishment; but let us dwell upon this point. Let them figure out for themselves what must be the size of the globe to represent the sun, if we represent the earth by a ball one inch in diameter. When they have com-

pleted the calculation, and have found that such a globe must have a diameter of nearly nine feet — will be almost as high as the school-room — how insignificant the little one-inch earth will appear by its side! By a similar process of figuring and symbolic representation we can lead them up to some faint conception of the ninety-two millions of miles by which we are distant from the sun; and so step by step we will lead their minds through the solar system out into space towards the fixed stars, the immensity of whose distance from our little planet is inconceivable.

We look to Nature's teaching, to Natural Religion, to confirm and intensify the teachings of Revealed Religion. "The heavens declare the glory of God; and the firmament showeth His handiwork." If a Hebrew psalmist, with his limited vision, was filled with admiration at the multiplicity of the Creator's works, at the wisdom in which he made them all, at the earth's fulness with "His riches," what impression should these works make upon us, whose vision ranges from the immeasurably small to the immeasurably distant, for whom the earth's riches have become incalculable, and who no longer contemplate a firmament studded with stars, but inconceivable space and myriads of distant suns! We cannot expect that children will derive at once the highest lesson that science teaches — and until they do so themselves the lesson may have little value; but if we cultivate in them a love of Nature's works, unveil to them their beauty and richness and grandeur, we implant in their minds germs of knowledge which will unfold and grow in time, and may one day be rich with fruit.—*Penn. School Jour.*

PEDAGOGY FOR YOUNG TEACHERS.

BY PRES. E. C. HEWETT, ILL. STATE NORMAL UNIVERSITY.

TEACHING PARTICULAR SUBJECTS — GRAMMAR.

Many text-books contain this sentence: "English grammar teaches us to speak and write the English language correctly." It is certain that as grammar is commonly studied this statement is not true. Many who are most expert in the process of analysis and parsing are exceedingly clumsy and inaccurate in their use of

the English language; nor do their grammatical exercises have any apparent effect to improve their language. The distinction between practical language lessons, and the study of technical grammar is a very obvious one, and the teacher cannot afford to ignore it nor to lose sight of it.

LANGUAGE LESSONS.

The child learns to talk correctly by talking correctly. If he hears nothing but good language, he acquires the habit of using good language unconsciously. But the great trouble is that few or no children hear none but correct speech. Hence, the teacher needs to exert himself to correct the evil effects of the incorrect language heard by the child at home, on the street, in the playground, etc. Lessons in language are the first to be given in school; training in the awakening of thought and in the art of expressing thought is the chief work of the primary teacher. Nor should the training in the art of expression be relinquished nor relaxed during the whole period of pupilage. This is not the place to point out methods of doing this work; we simply insist on the absolute importance of it. One who inquires earnestly how to do it will find many helpful books in the market; but her success will depend mainly on two things: First, the correctness of her own speech; Second, her ingenuity in devising ways of leading her pupils into habits of expressive and correct language.

TECHNICAL GRAMMAR.

The successful pursuit of this study demands a good degree of maturity of mind, and a previous training in processes of reflection and analysis. Hence, this should be one of the last studies to be taken up in a country school. In our graded schools, it should be deferred until the pupil is nearly ready for the high school, if, indeed, it be undertaken at all before the pupil enters the high school.

When the study is undertaken, the pupil should be led to an acquaintance with the laws of English speech, by an introductive study of the English language itself. As in any other inductive study, a good text-book may aid; but it must be a text-book made from a study of the English tongue, not a Latin grammar reconstructed to fit the English language. When the study is properly

pursued by pupils who are prepared for it by age and previous training, few, if any, studies will surpass grammar in interest or profit.

ARITHMETIC.

The first thing to be said about arithmetic is, that it takes much too large a proportion of the time, in a majority of our schools. Yet, while this is the case, very few pupils become really accurate and expert in the practice of arithmetic. We think there are several reasons for this, some of which will be given.

Sufficient care is not taken to teach the pupils numbers themselves,—he is hurried too soon into notation, and a manipulation of abstract symbols. He is not drilled upon the fundamental processes until he thoroughly masters them. The subject is made too complicated,—operations involving the same principles and essentially the same processes are treated as though there were no likeness between them. The multiplication of "rules" and "cases" is needless, confusing, and discouraging. Not enough practice is given in examples from real life, such as the pupil does not find classified and arranged under their respective "rules." Usually, the pupil has the "answer" before him, and works to obtain the figures expressing the answer, instead of solving his problems in a practical and independent manner. Fully one-third of the textbook is usually made up of matter wholly irrelevant,—consisting either of preposterous puzzles or of work that is special and technical. Why should the special work of the banker, the custom-house officer, etc., enter into the general course of instruction in arithmetic? If the pupil thoroughly masters the principles, and becomes quick and accurate in calculation, the work of the common school is done; the special application of these principles may well be deferred till he enters the bank or the counting room.

PRIMARY WORK.

The first work in arithmetic should lead the pupil to a full and thorough knowledge of a few of the smallest numbers. A child may count ten, who does not know ten. He does not know ten till he knows thoroughly all the numbers that will make ten, both by putting together all possible unequal numbers to make ten, as well as all equal numbers that will give the same result. He must

know also, all the ways in which ten can be destroyed, either by taking away unequal numbers, or by withdrawing equal numbers. In all this elementary work, he must deal with things, not with abstractions. Let him count objects, always putting four things together when he says "four," etc. Often the child's counting is a mere saying of empty words; when his "three" is not an empty word, it often means only *third* instead of an aggregate of three ones. It is thought by many experienced teachers that a child does well, if he really learns the ten first numbers in one year. But whatever time it may take, his first business is to learn these numbers, and he is not ready for notation nor for any use of figures, beyond a simple writing of the numbers, till this work is done.

WRITTEN WORK.

When the pupil passes on to written arithmetic he should be shown that the only use of figures is to enable him to make computations with numbers too great for him to grasp readily,— the thought necessary to lead to a correct process is just the same as in the case of small numbers where no figures are used. There is no reason for the wide distinction between *mental* and *written* arithmetic. In written arithmetic let the child first master the process thoroughly; the reasons for "carrying," for "inverting the divisor," etc., may come later,—first *how*, then *why?* A very thorough drill on the simpler operations, the "ground rules," should be given — slow but sure progress here is true haste. He should not only know his multiplication table thoroughly, but he should learn the factors of all numbers as far as one hundred, and should also learn the squares of numbers as far as twenty-five, at least. Usually the subject of factors and factoring is passed over quite too slightly. He should be encouraged to resort to short methods whenever possible, and he should be taught to be on the lookout for opportunities to use them. He should be led to see what operations rest upon the same principle, to master that principle once for all, and to apply it to all cases to which it belongs. He should be taught to be satisfied with nothing short of accuracy; if he has made a mistake in his work, that work should not be erased until the mistake is found and corrected. He should be taught to avoid

frequent changes in his work; let him put his work down with the thought that it is to stand just as written. It may be well to forbid him to use an eraser in any case without special permission. None but neat work should ever be accepted by the teacher.

ALGEBRA.

The study of algebra in our common schools should aim chiefly to throw light on the subject of arithmetic, and to train the pupil's powers of abstraction and reasoning. It is not of much consequence to find the length of a pole that is partly in the water, partly in the mud and partly in the air. The first business in algebra is to master the notation; every algebraic term is a word in the algebraic language, and the equation is the sentence. Finding an equation for a problem is translating that problem from common language into the language of algebra. Care must be taken that technical terms do not obscure thought; it is often well to forbid the use of technical terms for a time,— let the pupil describe his operations on an equation without once saying "collect terms," "transpose," "clear of fractions," "change signs," etc. Require formulas to be translated into rules, and rules into formulas; in short, lead the pupil to see that in elementary algebra he is simply using a briefer and more general language than he has found in his arithmetic.

GEOMETRY.

Dr. Thomas, in his "True Order of Studies," shows that a study of form may well come before algebra, or arithmetic even,—it is a study for young children. This is not properly a study of geometry, but it is an excellent preparation for that study. In the early steps of geometry great care must be taken that the pupil does not fail to see the relation of what he is now studying to the things that have previously claimed his thought and attention. As in algebra, he should not allow his thoughts to be clouded by technicality. It is generally best to forbid the use of the same letters in the same places, or the figures used in the class demonstration that were found in the text book. It is well, also, to encourage the pupil to draw the figures in as many forms as he can, only taking care that they conform to the hypothesis.

Few, if any, studies will do more to develop the mind of the pupil than geometry, when properly taught; and the teaching of this subject might well occupy much time that is frittered away over the puzzles in the back part of our "higher arithmetics."

GEOGRAPHY.

No other school study, except reading, can be made more interesting to the child, or can be made to lead out the thoughts in more directions than geography. And yet, as it is often taught, no other study is so dry or profitless. The trouble is, that it is made a memorizing of words, or at best an attempt to stuff the memory with a multitude of unrelated, often unimportant, facts. In no study, perhaps, is the principle that we should begin with the child where we find him more grossly violated than in geography. What has the first part of most primary geographies to do with anything the child ever saw, heard or dreamed of? When he comes to a map what is done to enable him to put any real meaning into the queer conglomeration of form and color? The result is that he learns words about a world he never saw, and he hunts out names on a map that means nothing beyond the thing itself. He shuts up book and map and leaves them in his desk, and goes out into the real world, hardly thinking that what he now meets has any connection with what he has left.

PRIMARY WORK.

A certain amount of preliminary work should be done in the primary school to prepare pupils for the study of geography,— copious and thorough exercises in learning direction, distance, relative positions of the parts of the room, and of the objects in it. Then let the teacher make a plan of the school-room on the blackboard, properly representing all these things.

It is well to make this map on the north side of the room.

This map may be made the key to the reading of all maps,— it is a symbol to the pupil of what he has seen, and through it he may learn to get a knowledge of what he cannot see by the use of similar symbols. A map of the school-room should be followed by a map of the school-yard, and of the neighborhood or the village. Other things in the neighborhood should now be studied; the fa-

miliar brook must be made the type of rivers; the hill, of mountains; the plain, of the prairies, etc. The business of the neighborhood must be made the medium for understanding the occupations of men the world over. The political, social, and religious affairs of the village or town must be made the key to the politics, religion, and social life of the nations.

When this stock of knowledge of his immediate surroundings is made conscious and systematic to the child, then he is prepared to enter on the study of geography.

The usual progress of the child is from the whole to parts; and now he is prepared for some lessons on the earth as a whole. Here a globe is of prime value, only care must be taken that the pupil regard the globe as a symbol,— his thought must not stop with the globe. Suppose a teacher has no globe. Use a foot-ball or a pumpkin; an ingenious teacher can always find means of illustration. Make no attempt at this stage to teach mathematical geography.

ADVANCED WORK.

When the pupil has done the preliminary work and has some knowledge of the earth as a body, he may then enter upon the study of the countries of the world. He should begin with his own. The map should be made the basis of his study, and the map should be transferred, as it were, from the paper to the mind. To do this study it and draw it. Map-drawing should be a prominent part of geographical work from beginning to end. Let the surface receive attention now. Modeling in clay will be helpful in learning about the surface. Do not attempt too much minuteness in the maps nor in description,— select only a few things, the most important, and learn them thoroughly. Enrich the study by pictures, anecdotes, stories of travel, imaginary journeys, etc. Apaeal to the imagination in all ways. All true geographical knowledge lies in the mind in a series of pictures. And the teacher who succeeds in setting the imagination of her pupils in geography to working actively and judiciously will find no lack of interest or progress.

HISTORY.

This study is very closely related to geography. There is the same necessity for choosing wisely out of the multitude of facts

that might be learned; there is the same call for the imagination to work. Geography may be made more interesting by teaching something of history with it; and the study of geography must be kept up in history,—map-drawing is just as important here as there. Historical study for young children must be mostly in the form of biography.

In higher classes of history some dates must be learned,—let them be few, but well chosen, and let them be learned thoroughly. Let the study of history have much to do with the every-day lives of men, and as little as may be with their wars and fighting.

NATURAL SCIENCE.

But little, if anything, can be done in the study of natural science, in our common schools. But, if the senses are properly trained, if plants and animals are studied, if geography is properly taught, if the pupils are encouraged to make and arrange collections, a sure foundation will be laid for studying these subjects in the right way when time and opportunity shall serve.—*Illinois School Journal.*

TEACHING PUPILS HOW TO USE BOOKS.

The training that children receive in schools, and particularly in large schools, comes from various sources. An educational journal credits Emerson with saying: "We send our boy to school, but the boys on the play-ground educate him." This means that forming of character which comes from the association of men and children with each other. But in a scholastic sense, and in so far as book training is concerned, the teacher has one main thing to do, viz: to teach pupils how to use books. Such teaching will embrace two things that must be discriminated. However, before these thing are mentioned, this distinction should be closely noted: To teach pupils what is in particular books is one thing; to teach them to use books quite another. These things are, indeed, closely connected, or they should be; but it is quite possible to teach what is in a book without teaching how to use the book itself.

First, teaching the use of books includes the books that have been chosen for immediate use in school, the so-called text-books.

With that the teacher's work must begin; for if he cannot teach the pupil how to use the books that are in his hand every school day and every hour of the school day, it is absurd to suppose that the teacher can teach him to use collections of books, or libraries. To put the thought in another form, the teacher must teach the pupil how to study. Although the fact is often overlooked, pupils need help here quite as much as when they are seeking to master particular subjects. One is a method of work; the other a particular acquisition. To create the habit of study — to teach pupils how to learn lessons — to put them in the way of using their time and energies wisely — this is more important than to teach them particular lessons or even particular studies. Yet it should be observed that it is the mastery of such lessons and studies that reaches the larger end. Lower class schools are generally open to criticism at this point. Many of the children that attend them are not taught to study; they cannot well use their text books. Studying in the proper sense comes from wise direction and discipline, and is a very different thing from looking aimlessly over the pages of a book, or even committing those pages to memory.

Secondly, the proper use of books includes a much larger and more fruitful use of them than that just considered. It embraces general reading and special studies. In the fullest sense it comprehends the use of books as sources of instruction, as instruments of training, and as springs of inspiration. It takes in the choice of books to be read or studied, and also the best use of them when chosen.

Carlyle says with some extravagance: "If we think of it, all that a university or final highest school can do for us, is still what the first school began doing — teach us to *read*. We learn to read in various languages, in various sciences; we learn the alphabet and letters of all manner of books. But the place where we get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manners of Professors have done their best for us. The true University of these days is a collection of books."

A college librarian, well versed in such matters, has said: "Somehow I reproach myself if a student gets to the end of his course without learning how to use a library. All that is taught

in college amounts to very little; but if we can send students out self-reliant in their investigations, we have accomplished very much."

One of our university professors, who has paid especial attention to the subject, has said: "The teacher should become to his pupil 'a guide and friend.' If information is sought which you cannot supply at the moment, don't put off the inquirer till you have had time to look it up privately. Set to work with him; show him your method of 'chasing down' a subject; teach him how to use dictionaries, indexes and tables of contents. 'Work aloud' before your pupils, as the German professor is said to do. In short, show them how to carry on investigations for themselves. Young men and women who go forth from our schools with this sort of training are far better equipped for making their way in the world than they possibly can be by any thoroughness of machine memorizing and recitation of the text-book alone. The teacher who can thus open the fields of literature to his pupils, and lead them to walk therein with appreciation and self-reliance, has done them a service for which they can never be too thankful."

This is most wholesome instruction. True, in this form, it applies to the college and the university rather than to primary and grammar schools, or even to high schools; but in its spirit and partly in its specific directions, the passage is of general application. However, the familiar caution is called for. Show the pupil how to "chase down" a subject; but, when he is once shown, leave him to do the "chasing" for himself. Do not "work aloud" so much that you do all the active work yourself, and leave nothing for the pupil to do but passively to receive what is imparted. Mainly, leave the pupil to learn by his own doing. Again, in the college or university it may be well, and is well, not to depend, for the student's instruction, wholly upon specific lessons that are to be learned and specific recitations that are to be made, but to leave him, to a great extent, free in the library to study subjects under text-book and professorial guidance; but in the earlier stages of education, in primary, grammar and high schools, and reach up to the higher college classes, there must be definite lessons and recitations. At the same time, the investigation of subjects independently of text-books should begin in lower-grade schools. The

primary teacher who tells pupils to observe the flowers in the yard at home, or to see what their story-books say about fairies, is starting them on the path of investigation; and the grammar teacher who sends them to the newspaper to learn what they can about Tonquin or the Black Flags, or to the cyclopædia for information concerning cotton or the patent office, is conducting them along the same road.

As a child passes through the successive school grades his outlook is continually broadening. This is in consequence of his growing age, widening experience of life and advancement in studies. This broadening outlook is one of the facts that the good teacher never leaves out of sight. If a teacher advances with the same pupils through several grades, he consequently widens his instruction both in the school sense and in the larger sense. A method and a manner well adapted to pupils at the age of six is not adapted to pupils at the age of fourteen. The grammar school teacher finds a wider mental horizon than the primary school teacher, and the high school teacher a horizon wider still. At first, the pupil can do nothing with a dictionary or cyclopædia, or in fact with any book except his primer; but by the time he is ready to leave the high school he should be able to use dictionaries, cyclopædias, indexes and catalogues to some purpose, and even to give some account of himself in a library. Perhaps some will assnme that pupils who have passed through the public schools know and can do all these things as a matter of course; but if so they are much mistaken. The fact is, pupils pass through college and carry away diplomas who know little of books, and, what is worse, do not know how to use them; and who, if they should be turned loose in a library, would be hopelessly lost. Within a few days a distinguished authority has said that not one patent lawyer in ten is able to use a reference library in connection with scientific and mechanical questions that arise in his business, but that nine in every ten are forced, in such cases to employ experts.

Something has been done in the Cleveland schools hitherto to teach pupils a wider use of books than simply the text-books that they use in their daily work. The superintendent hopes ere long to see still more of this good work done.—*Cleveland School Bulletin.*

INSTRUCTION vs. EDUCATION.

BY J. DORMAN STEELE.

There is a vast difference between a cistern and a fountain. The one simply collects and retains; the other receives and dispenses. This illustration, trite though it is, fails to indicate the full distinction between the effects of instruction and of education. It is worth something, however. The water which enters into a cistern does it no good. There is no power of assimilation in the smooth, impervious coat of plaster, but it can hold fast what comes in and keep it for the man who will thrust in the pump and lift up the soft, cleansing waters. The fountain, also, is but a pipe, and lets the force of a reservoir, hidden away on the distant hills, pass through it and toss high into air the sparkling stream. Both the reservoir and the fountain are passive, yet they serve a purpose; the one holds and the other transmits.

Notice the application. The mind is neither a cistern nor a fountain. It is not a good reservoir nor a perfect conduit. We must reach out for a broader, profounder fact to illustrate the operations of the mind. It has a power of assimilation, and so modifies even where it does not appropriate. It is a machine which works on chemical principles, forming new compounds entirely unlike the elements which it uses. Nothing can come from the mind quite as it went in. There is a color, a flavor, imparted at once; and, in time, a complete transformation. The brain is a sort of spiritualized stomach. The process of mental appropriation is very like that of digestion where bread, butter and beef are changed into bone, flesh and hair, and are no longer to be recognized or claimed by their original owners. As food lying in the system and resisting the action of the gastric juice and the bile, becomes a torment, and every organ of the body cries out against its presence, so undigested knowledge clogs the brain, checks its processes, and calls for a mental purge. In fact, however, the embarrassment rarely reaches this issue. The mind generally rejects directly what it does not want or cannot assimilate. At the best, by our positive order, it will only lay superfluous material aside, under the care of the memory, to be used at another time.

What the mind has appropriated by the action of its own powers is its permanent possession. No other ideas ever become one's mental property. Every teacher is familiar with illustrations of this fact. A boy will remember his own translation of a passage in Latin, even though it has been shown to be incorrect. The true rendering in class, received with no effort, may be accepted but will not be retained; and, on examination, the old, faulty translation, supposed to have been long forgotten, will often come to the surface, to the amazement of both pupil and instructor.

Knowledge which costs nothing, which is not born of the travail of the soul, is fleeting and unprofitable. Explain a point to a class, be it never so clearly; impart information, even of the most interesting and valuable character; and, if it be not fastened in the mind of the pupil, be not digested and assimilated by a subsequent mental operation, it will soon pass away. Gradgrind may fill the little pitchers ranged before him full to overflowing, but they will not hold water. Here is the great benefit of class drill and reviews. They force the mind to appropriate knowledge, and so retain what else would be suffered to escape.

Where pupils are advanced in years and have formed habits of study, they will make the necessay effort to convert into mental bone and sinew any literary banquet to which they may be invited. Hence, with such scholars the lecture system avails, and facts imparted in class are carefully treasured up for use.

Again, the eager inquiries of young children and of thoughtful pupils may be answered to advantage, because the very question indicates that the mind is in a receptive state, and its tentacles, so to speak, are all thrust out quivering with expectancy to grasp a morsel of food. It is also the duty of the teacher to excite the mental appetite; to display tempting viands in order to stimulate the intellectual processes; to flavor the solid dishes of a dull lesson; and so induce his pupils to love their work. The recitation should be made interesting and pleasant by anecdote and illustration, by the play of fancy and wit, and by every art and device which can be drawn from an exhaustless store-house of knowledge and ingenuity.

Still, holding all this, it seems to me that the use of instruction even in these cases is subsidiary. The end is not so much to im-

part information as to awaken thought. Experience teaches me more and more, that the great object of all primary and intermediate teaching is not *instruction*, but *education*. The acquisition of knowledge is desirable and essential, yet it is not to be compared with the training and discipline of the mental powers. The knowledge gained in school soon becomes dim and vague, and much of it is entirely forgotten.

But the intellectual vigor and acumen, the ability of using the mind, the habits of thought and work acquired — all these are permanent. They form a capital stock available in any kind of business or any mode of life. *Thinking*, not *knowing*, is the high aim of the trainer — for so I would style the teacher. How to use books, how to detect truth from falsehood, how to sort out facts and use them to advantage, how to think and then how to express one's thoughts — these once acquired, all else is easy, and only a question of time.

Take two young men of nineteen. Supposing one to have acquired that practical knowledge which is said to be so useful, but without a stimulus having been applied to his mind. It is possible that he will have a flabby mind, untutored by difficulties, unaccustomed to exertion, relying on memory, untrained to reason or reflect, to assimilate the knowledge which he gains. And then suppose another young man, who has exercised his mind by severe studies, who has had to exercise his mental powers on difficult problems, and has been taught to think, to methodize what he learns, to digest what he learns, to digest what he reads, but who, while he has been engaged on exercises of the mind, has acquired less useful knowledge. I will back, two to one, the one whose mind has been thoroughly exercised, against the one who has acquired some useful knowledge. I say that he will best be able to face the difficulties of life. Give me the intelligent one, the student who has been taught to think. He will be able to pick up in time all that his rival has learned as a boy, and a great deal more besides. He will have the magic power by which he can secure to himself an unlimited supply of what he wants.

Many studies, therefore, not usually reckoned "practical," the higher mathematics, the classics, logic, may prove to be thoroughly practical in the discipline they afford. Even if the young man has

acquired but little information therefrom that he can apply directly in the work of money-getting, he has gained a mental grip upon difficult questions, a power of concentration and of sustained and patient effort, that he can put to immediate and valuable use in every department of life. And many a brilliant success in the professional and mercantile world is directly due to this preliminary discipline of the man's powers, though the fact has not been generally recognized. For ourselves, we are not inclined to quarrel with this standard of utility, provided it is applied widely, in a truly liberal spirit, and with just and appreciative discrimination.—*Western Ed. Journal.*

QUALIFICATIONS AND DUTIES OF A SUPERINTENDENT.

Having directed your attention to the great necessity of supervision when many are employed in the same occupation, and where a result is sought to be accomplished by combined efforts, and indicated the general condition of schools without oversight and direction, I will now proceed to consider some of the more specific matters of school supervision. By school supervision I mean that kind of administration in the affairs of a village or city whereby the general direction of several schools are intrusted to one or more persons whose duties and powers extend over all. In no department of human industries is the necessity for skill so great as in that of school supervision. The turning-point of success in this field of labor is the skill and good sense of those placed in charge for the direction in matters pertaining to public school education.

A school superintendent, by virtue of his position, *has the oversight* and general management of several schools with *the power of direction.* He is an *examiner*, that he may inquire into and determine all matters pertaining to qualifications of teachers and pupils. He is an *inspector*, that he may make a careful survey to ascertain the quality of the teaching, the character of the management, and of detecting whatever may be wrong in matter or method, and of pointing out the means for correction. He is a *supervisor*, that he may oversee carefully, advise wisely, and organize and direct intelligently. A real superintendent must be more than a teacher — more

even than a merely skilled teacher. He must have made himself familiar with the best methods of teaching, with their tendencies and results. He must be able to determine from the processes employed by the teacher what will be their effects on the pupils. He must possess deep and broad views of education in all its relations to the mind of the child and of the man. He must be able to distinguish *a plan of teaching* from a system; *a method of instruction* from a principle of education, and to organize and adjust the school-work in all its parts, so as to secure a proper completeness in the system.

A superintendent should be an earnest apostle in the gospel of education. Above all, *he should feel the inspiration of his work more than the dignity of his office.* His general bearing toward the teachers, and in the school, should inspire confidence in his justness, impartiality, and intelligent appreciation of their wants and rights, and lend influence to his friendly counsels, and banish all undue fear from pupils and teachers. He should be both a critic and a teacher of teachers, apt and skilled, not only in detecting failures in the results of the teacher's work, but quick in discovering the cause of the failure, and able promptly to suggest a reasonable means for its removal; and, if necessary, to illustrate the manner of applying the remedy in the given case. This is a matter of very great importance in schools where teachers of inexperience are employed — and very few schools are without one or more of such — because judicious criticism and proper instruction may guide the teacher to commendable success, and save many children from the evil effects of poor teaching. And, furthermore, should it become necessary to give a final verdict of failure, under such supervision, it would be accepted by the unfortunate teacher as a just decision upon unimpeachable evidence. In this connection I desire to add, that the mistakes of a teacher should not be proclaimed before the class, and the respect of the pupils thereby withdrawn; yet the mistakes should be candidly and kindly pointed out, and the way shown to avoid them. Such a course will carry with it all the value of a command to the teacher, and as surely lead to better results. But second and third failures, and neglect of the means previously shown for overcoming them, deserve reproof; and

in positive cases, a removal should follow in the interests of the children.

A superintendent should be as vigilant in discovering the *good* work as in detecting the *bad* work of the teacher, and commendation should be wisely given whenever deserved. Just commendation is a duty, as well as just criticism, and frequently the influence of the approving words will be far more useful than words of censure. Reticence, in cases where the reasons of approval or of disapproval are positive, will not tend to inspire teachers with proper confidence in those who oversee and direct. In short, the supervision should be so administered that teachers will feel that *their* interests and those of the pupils and the superintendent are inseparable; yet the fact that the schools were established, and are to be carried on for the benefit of the pupils, should be most prominent in their management.

The greatest value of the superintendent is seen in the improved condition of schools, and the increased good results in the instruction of the pupils under his oversight. The salary paid to an efficient superintendent is the most remunerative investment in a school system. By means of his systematic directions the returns from the several teachers, in improved instruction, in time of pupils saved, in better results accomplished, will be increased from ten to fifty per cent., according to the skill and experience, or the lack of them, which the same teachers would manifest without such supervision. By means of his guidance the instruction is unified throughout the schools; the studies of each grade are carefully adapted to those of the following grades; and the work of each succeeding class is properly built upon that of the preceding classes; thus the combined work of all the teachers in the course lead to harmonious completeness; and the effect upon the teacher is to make the poorest work better, to improve that which was good, and render the best instruction more effective. The good methods of one school are communicated to other schools, and the average results in education are raised. In view of the many advantages afforded to pupils and teachers, under efficient supervision, it must be admitted to be wise economy for each city and for the town or county to secure good superintendents for its schools.—*Superintendent N. A. Calkins in Education.*

THE CONSERVATIVE IDEA OF EDUCATION.

BY J. W. DOUD.

Extract from address before the Ohio State Teachers' Association.

Sometimes the men who put on brakes do more good than the men who put on steam. Sometimes the thing that is near and tangible is of more value than what is remote and nebulous. Sometimes what is of most value escapes notice, and it is often a good service to drag the important obscure into such prominence that it may be seen and appreciated. It is a wonder that we get along as well as we do with such times as we have, for they are always "out of joint." One of the difficult things is to settle down to work in the old, approved way. Perhaps the difficulty is not in the approved way so much as in the hard work. A striking thing about late "departures" in education is that they are all departures from hard work. The everlasting cry is, "Give me something easy to do." The world is full of takers for easy jobs.

Madame De Stael says: "Even if it were possible that a child should learn anything well in amusing itself, I should regret that its faculty of attention had not been developed — a faculty which is much more essential than its additional acquirement. . . . Education conducted by way of amusement dissipates thought. Pain in everything is one of the great secrets of nature; the mind of the child should accustom itself to the efforts of study as our soul accustoms itself to suffering. It is labor which leads to the perfection of our earlier, as grief to that of our later age. . . . You may teach your child a number of things with picture and cards, but you will not teach him to learn; and the habit of amusing himself which you direct to the acquirement of knowledge will soon take another direction when the child is no longer under your guidance."

But as this is a world that is crying out for workers, from prairie and forest and mountain, from city and village and country, it is the duty of those who train youth to fit them for their destiny as workers. We hear much in these days about "the whining schoolboy, creeping unwillingly, like a snail, to school," and we are told that school-life should be made so attractive that the self-same boy should cease to whine and creep, that his face should be irradiated

with joy, that his step should be elastic, that his heart should be light, that he should march to school with the same elevation of spirits as to a circus. But the number of boys creeping unwillingly to school bears about the same ratio to the number who go willingly to their tasks as do the laggards and incapables in life to those who are really doing something. A course of instruction should not be so constructed as to amuse the lazy, but rather to give strength to the industrious.

"Do nothing twice alike. Do something different. Uniformity is death; variety is life." These are utterances heard at the National Association here, three years ago. Let us throw the light of every-day experience on these statements. The only way to learn to do a thing well is to do it over and over, again and again. Facility comes from repetition. There are thousands of people to-day doing things excellently because they are accustomed to do the same thing again and again. When our life-work is to become an exciting chase after new things, then it will be well enough to reduce school life to the same conditions.

The whole world full of things is an undiscovered country to every child. In the regular line of work, in school and out, new things are continually coming up before the child, things old to us but new to him, and of sufficient novelty wherewith to destroy the monotony of hard work. The chase after variety is not invigorating; it is enervating. In fact variety is not life; it is the spice of life. And there is no surer way of spoiling a good dish than by overloading it with spices. Spice is the cause of dyspepsia, and a course of study in which the main idea is variety will result in mental-dyspeptics. The cry for spice does not come from a healthy appetite; it comes from pampered satiety.

I believe in pleasure; I believe in pleasure in school-work; I believe that school should be the most pleasant place in the world; but the pleasure should be that which comes as the reflex and accompaniment of well-expended energy. The boy that has to be surprised into getting his lesson is not receiving anything of value. When he becomes a man a day's work will have to be made attractive before he will set his dainty hands to the job. The girl who has to be inveigled into the mysteries of her school-books misses what alone can give strength of mind and force of charac-

ter. When she becomes a woman and the presiding head of some household, the daily round of domestic duties must in some way be made as attractive as a morning walk in lovely June, or it will have to remain undone.

He who has a delightful time with easy things at school will expect to have a delightful time with easy things when he leaves school. If he finds his school-room to be a fairyland, where one entrancing scene melts away into another of equally bewildering beauty, how sad and lonely will he feel when he strikes the world's wilderness with its blast and storm. Then indeed will the winds need to be "tempered to the shorn lamb."

You cannot "play" an education into any child. In every well-rounded life there must be a succession of days and years filled with uniform, aye, monotonous, work.

We hear much about the success of farmers' boys. We know that they are a successful lot, for were we not all farmers' boys? Country boys have the advantage of other boys in this, that they are compelled to do, and do, too, with an abstraction of thought from extraneous things, and a concentration of energy upon the thing in hand. Add to this, that they are required to keep up with the sun and be as regular as the seasons, and you have the condition of a will-culture that is the foundation of success in life.

There are worse things than monotony. The unjust judge doubtless thought that there was a troublesome monotony in the poor widow's appeal to be avenged of her adversary. Yet that monotone ended in a shout of victory. The monotony of hard, patient, persevering work always breaks forth at the last into the melody of triumph. The sweetest music in this world comes from lives full of work — of work the same yesterday, to-day, and to-morrow. This world is not a play-ground. We are not here to be amused. I would have what Baron de Tocqueville said to Charles Sumner set in letters of gold in every school-room in the land: "Life is neither a pain nor a pleasure, but a serious business, which it is our duty to carry through and conclude with honor."

An education cannot be "talked" into a child. A child may be talked to death — intellectual death — and from such a death there can be no resurrection.

A pupil of Agassiz gives a very interesting account of that great

man's manner of teaching. A fish was to be studied. Agassiz said, "Take this fish; look at it; by and by I will ask you what you have seen," and went off. In a few minutes the student finished the fish, and started off to tell his teacher all about it. But as the Professor could not be found, having, no doubt, like the prudent man, foreseen the evil and hidden himself, the pupil returned to his fish and studied it for two long hours, he says, "from behind, beneath, above, sideways, at a three-quarter's view;" it was ghastly. He turned it "over and around, and looked it in the face," 'twas ghastly everywhere. He then took a recess, and afterward returned to the "hideous fish," and worried with it for half a day. Agassiz came at last and listened to a recital of what he had seen. "You have not looked very carefully," he said; "why, you haven't even seen one of the most conspicuous features of the animal which is as plain before your eyes as the fish itself; look again; look again." The pupil, being piqued, looked with all his eyes, and his mind too, and soon began to see. After another half-day, he was told to put it away till the next morning, "and then," said Agassiz, "I will examine you before you look at the fish."

This, you will remember, was a long time ago; if Agassiz were alive now, he would be afraid to talk of examining anybody. It's so hard on the nerves; but then Agassiz didn't know that.

Thinking about it all night, the fact began slowly to dawn upon the pupil's mind that the fish had symmetrical sides with paired organs, and when he ventured that to Agassiz the next morning, the pleased "of course, of course," amply repaid him for the wakeful hours of the night. "What shall I do now?" said the satisfied pupil. "Oh! look at your fish," he said, and for three long days he kept the student at the fish forbidding him to look at anything else, and continually enjoining to "look, look, look," and look, look, look, is the secret of all success in teaching

WRITING.

Much has been said about this subject. It is not the object of this article to present anything new; but to impress the *old*. The mind of the child acts on the same principles during the writing

hour, that it does during any other hour. The teacher should remember this, and should take into account the nature of this subject.

Writing is largely an art; especially is it so with primary pupils. Yet there are principles underlying it that they can and should understand. The teacher should see that they do understand them before they attempt to write,— not all of them, but enough to enable them to see in their minds what they are to put on paper. Begin with the simplest, present one thing at a time, master it sufficiently to enable the pupil to accomplish it with ease, mentally and physically. He is then ready for a new one. When he has mastered it, in the same manner, he is ready to combine the two. When this can be done reasonably well with ease, he is ready for another, which when similarly mastered, may be combined with the other two; and so continue until all the elements and combinations are learned. Present one difficulty at a time. Never allow a pupil to practice without an object in view. Pupils frequently, even in the higher grades, take pen and paper and simply scribble, and when asked what they are doing, they will answer, "practicing." So they are, but they are practicing bad habits, which may be seen by examining their work.

A pupil should begin writing as soon as he enters school. Give him the simplest things, as was said, to begin with. The simplest instruments are the slate and pencil. The simplest thing that he has to learn is probably *height*. It is certainly the easiest taught. How shall we teach it? A good way is to take a 404 Gillott pen and break the points off, and rule his slate with what is left. Two permanent lines will be made, just about the right distance apart for the height of the small letters. Now take the simplest element, the straight slanting line. As the lines you drew show him just how high to make it, he gets that idea with very little thought. He learns height from habit. So we may safely tell him that this line must lean about *so*, making one to show him. He has then only two things to think about, *straight* line, slanting line. Do not bother him about how to hold his pencil. He is too busy to think about that. If he wishes to roll his hand over on its side, and desires to stick his tongue out and twist it up in a roll and bite it, let him do it, but insist that he make a *straight slanting line*, just the

way you showed him. Correct other mistakes at some future time when he is not so busy.

Next give him one of the curves, say right curve. Follow the same plan with it. Call attention to the new things in it; as, it must curve and it must *slant* a little more than the straight line. When he can make it easily and reasonably well, combine the two elements learned, thus — *i*. When he can do this well, have him put a dot in the proper place and tell what letter he has made. Then his eyes will shine. Children, and other people are always glad to find that they have made something. It is plain to be seen that by repeating the *i* without the dot we get *u*, and if the attention of the pupil is called to the fact, he is pleased again, and will work harder to make it just right.

Following out this plan, all the elements and combinations of them, may be taught, thus enabling the pupil to make all the small letters during the first year in school. Always give him something to think about during his writing exercise. Learning to write is a thinking exercise and may be made fascinating.

In his second year he should take pen and paper. Now he will be nervous. He will get too much ink on his pen and will probably make "his mark" on his bran new copy-book. His mark will not be a cross, though; it will look more like the full moon. He will be sure to do these and other things that will be discouraging to himself and his teacher, unless she has taken steps to prevent such occurrences. "Make haste slowly." "One thing at a time." Give him pen and a piece of scratch-paper. Show him first how to hold his pen, next how to take ink, and if he gets too much, how to get rid of it. Do not allow him to "fling" it on the floor. Insist that he holds his pen correctly, also that he sits properly. Then have him make some marks or letters that he already knows how to make. Make *light* lines. A lesson or two of this sort, and he is ready to take his book.

Follow out the same plan that we did on the slate. Insist on proper position and proper pen-holding. Try to get them to form a complete image of a letter before trying to make it. A help in this, is tracing the copy with the dry pen. Question, as to place of beginning and finishing, height, slant, spacing, quality of line, etc. Insist on his always aiming to correct a mistake just made.—*Ind. School Journal.*

THOROUGHNESS.

A New Englander, whose knowledge was more showy than deep, went many years ago to teach a district school in Virginia. Among his pupils was a small, rather dull and insignificant looking boy, who annoyed him by his questions. No matter what the subject under discussion, this lad never could get near enough the bottom of it to be content.

One very warm August morning, the teacher, with no little vanity in a knowledge universal in those days, began a lecture to the boys on the habits and characteristics of a fish which one of them had caught during recess. He finished, and was about to dismiss the school, when his inquisitive pupil asked some questions about their gills and their use. The question answered, others followed, concerning the scales, skin, flesh. The poor teacher struggled to reply with all the information at his command. But that was small and the day grew warmer, and the Saturday afternoon's holiday was rapidly slipping away. "The school will now be dismissed," he said, at last. "But the bones! You have told us nothing about the bones!" said the anxious boy.

Mr. Dash smothered his annoyance and gave all the information he could command on the shape, structure and use of the bones.

"And now the school" — he began.

"What is inside the bones?" stolidly came from the corner where the quiet boy was sitting.

Mr. Dash never remembered what answer he gave, but the question and his despair fixed themselves in his memory. Thirty-five years afterward he visited Washington, and entered the room where the Justices of the Supreme Court were sitting.

The Chief Justice, the most learned jurist of his day, was a man like St. Paul, whose bodily presence was contemptible.

The stranger regarded him at first with awe, then with amazement.

"It is the boy who went inside the fish's bones!" he exclaimed. If he had not tried to go inside of every "fish's bones," he would never have reached the lofty position which he held.

It is the boy who penetrates to the heart of the matter who is the successful scholar, and afterward lawyer, physician, philosopher or statesman.

EDITORIAL.

A HOPE CONSUMMATED.

In the February number of the JOURNAL, writing of the action of the board of regents of University of Wisconsin, relating to the proposed chair of pedagogics, the article was entitled, "A Hope Deferred." In writing now of the action of the same board upon the same matter, at the June meeting, it is with unfeigned pleasure we change the caption to "A Hope Consummated." The chair is established. We said in February there was no ground to fear the board would neglect or refuse to provide for this chair when means at their command would justify expansion in instructional force. The recent action of the board vindicates the confidence then expressed in the wisdom, sagacity, and progressive spirit of the board of regents.

This action should be hailed by every teacher in the state as a recognition of the increasing demand and need that teaching should be taken from the realm of temporary and make-shift occupations, and become dignified with the rank of a profession. More than this. In this action should be discerned the purpose of the instructional and administrative corps of the University to make that institution the head and crown of our educational system, not only in the matter of advanced scholarship and sound learning in letters, art, science and mechanics, but also in the sense of being the source and center from which shall flow the vital force to lead, uplift, and improve all departments of educational work,—primary, secondary and advanced. To those who have for many years been urging the importance, necessity and practicability of such a department in the University, this announcement will come with great acceptance. In a very wide sphere there is a conviction that no place in the country affords so good opportunity for building up a strong, influential, and useful pedagogical department as the Wisconsin University. The strong normal-school sentiment and work in the state, the institute work, the professional bias and spirit of the Teachers' Association, and the cordial good will of all leading teachers and school authorities in the state, have prepared the way for an auspicious opening and successful prosecution of the enterprise.

The board of regents unanimously tendered the professorship to Pres. J. W. Stearns of the Whitewater normal school, who will decide the question of acceptance at an early day. Just now, however, we will confine our discussion to the pleasure brought by the "hope consummated," and "defer" consideration of the incumbent until a future occasion.

BEFORE the issue of another number of the JOURNAL, the great meeting of the National Educational Association in Madison will have taken place. So far as numbers are concerned, it is hardly possible that it can be otherwise than a

very large meeting. The amount of advertising it has received exceeds greatly anything ever contributed to a similar or scarcely any other kind of gathering. The great trunk lines of railways, the managers of summer or pleasure resorts, the press of the country, educational organizations, and the officers of the National Association, have prosecuted in friendly rivalry a purpose to outdo one another in making known the fact of the meeting, and the immediate and incidental advantages of attending. Reduced fares, special trains, cheap and charming excursions to new and hitherto unvisited portions of the country, full of historic interest, wonderful natural features, and marvelous exhibitions of industrial and business enterprise, activity and achievement, have been added as lures for the weary, the curious, and lovers of travel. There is no longer any apprehension that the multitude will not be present.

The meeting can scarcely fail to be a very great one, considered from the standpoint of the character of the exercises, and the persons to participate in them. Unless announcements have been made without authority, and without definite knowledge of who will be present, the papers and discussions will be by the leading minds in the country, representing every phase of educational activity and opinion.

There is a possibility that the meeting will be so large in numbers, so ponderous in the treatment of questions before it, that there will be a sense of oppressiveness about it; but this should be obviated by the consciousness that the publication of the proceedings in full will afford opportunity for review and leisurely reflection, without the necessity of burdening the mind to carry all points of the subject matters presented, upon which deliberate consideration is desirable. Every person becoming an annual member will be entitled to the volume of proceedings, as well as reduced fares of travel and entertainment.

To house and feed the great number in attendance will be an enormous tax upon the people of the city of Madison. There will be need of great consideration and imperturbable good nature on the part of guests,—an abandonment of all idea of luxurious provision of any kind, expectation of being crowded and discommoded in many ways, and a determination to be thankful for limited quarters and ordinary comforts. And there will be occasion on the part of hosts of forethought, patience, and the overflow of that genial, hospitable spirit, which makes the commonest attention and ministry rich and palatable, and provocative of good will in the recipient. If all citizens unite in avoiding ostentatious display and the burdensome effort to excel, and concentrate in endeavors for the substantial comfort of guests, the praise of the city and of its public spirited residents will be sounded in greater volume and over wider area than that of any city in which the Association has hitherto convened.

About the only notes to be found in exchanges now relating to school matters, are those which relate to the closing exercises of public schools for the year. It is a fact worthy of mention that almost all graded schools have public exercises of one kind or another which mark the end of the school year. This is right.

Comparatively few parents have sufficient familiarity with school processes to fit them to competently judge of the merits of daily exercises in the school-room; but they can judge of results; they can determine whether the children read better, write better, spell better, grasp the subjects included in instruction in geography, history, arithmetic, business forms and general information, and through this training are developing in powers and faculties of mind, and in ability to use these; they can discern whether the tastes, habits, and spirit of the scholars which are formed and promoted in the school are healthful, wise, and point towards usefulness and industry; whether the interest awakened by the school is an interest in study and the growth that comes through mental discipline, or the mere interest of community with others. Wisely and judiciously planned these closing exercises should afford opportunity for judgment upon the points mentioned; they should be the natural outgrowth, products of regular school work. It is not necessary to have an exercise in arithmetic to determine how much the analytic and reasoning faculties have been strengthened by the study of mathematics, nor an exercise in geography or history to indicate power of generalization or knowledge of the characteristics and relations of our country compared with others. Many other exercises are fully as effective for such purposes. And then these closing exercises give opportunities all too infrequently improved to express interest in the work of the school on the part of the public, and for recognition of merit in special cases of industry and application.

A noticeable feature of the reports this year of closing exercises, is the small number in graduating classes. From one to five is the average number; a few have eight, ten or twelve. But we are rapidly and wisely getting over the habit of measuring the value of a school by the number of graduates. The course of study represents the longest time it is possible, or thought possible to hold any pupils. The great mass of the work and the great strength of the work with and for and by pupils, is in the primary and intermediate stages. Hence exhibitions confined to members of high school grades, and especially to those completing a high school course, give very little idea of what is being done with and for and by the great majority of the school. It is the latter work in which the great public are most interested. The five or ten who graduate of sixty or seventy in the school are fortunate; but if the school is doing the proper and legitimate work of the school, the fifty-five or sixty who do not graduate are also fortunate.

INSTITUTE CONDUCTORS' MEETING.

The usual annual meeting of Institute Conductors will be held in the city of Madison, beginning on Friday evening, July 11, 1884, and continuing through Saturday and Monday, July 12th and 14th. The following topics will be discussed:

1. The functions of Teachers' Institutes at the present stage of the work in Wisconsin.
2. Method adapted to institute work.

3. Limitations of institute work.

4. Syllabus of work for 1884–85, what topics shall be included in it, and what phases of these topics shall be presented.

All County Superintendents are urgently requested to be present and participate in these discussions, which will be opened by the regular conductors. As the character of the work for the ensuing year will be determined at this meeting, none can have more interest than the superintendents in giving counsel as to direction and scope of the work.

Prof. G. Stanley Hall, of Harvard and Johns Hopkins universities, and Prof. W. H. Payne, of Ann Arbor, have been invited to be present and discuss some of the above or similar topics at some of the sessions of the convention, and have accepted the invitation.

Prof. Payne will open the meeting on Friday evening with a discussion of the topic: "The purpose and method of the institute."

ROBERT GRAHAM,
Chairman Com. on Institutes.

WISCONSIN TEACHERS' ASSOCIATION.

Thirty-Second Annual Session, at Madison, July 14th, 15th, 1884.

The programme as far as it can be announced at this date, is as follows:

Monday Evening, July 14th.

Address—"The School and the Home." By Hon. B. G. Northrop of Connecticut.

Tuesday A. M., July 15th.

1. President's address.

2. Brief addresses by former State Superintendents, to-wit: Hon. A. C. Barry, Lodi; Hon. Lyman C. Draper, Madison; Hon. J. L. Pickard, Iowa; Hon. J. G. McMynn, Racine; Hon. Samuel Fallows, Chicago; Hon. Edward Searing, Mankato; Hon. W. C. Whitford, Milton.

3. Address—"Southern School Systems." By Prof. Albert Salisbury, Atlanta, Georgia.

Tuesday Afternoon.

1. Report—Professional instruction in high schools. Hon. Robert Graham, State Superintendent. Discussion.

2. Report—By-Laws of the Association. C. H. Keyes, Sec. of Wis. Teachers' Association. Discussion.

3. General business—Election of officers.

J. W. STEARNS, *President.*
C. H. KEYES, *Secretary.*
C. F. VIEBAHN, *Chairman Ex. Com.*

AT the recent commencement at the Wisconsin University, Miss CAROLYN L. HOWE, of Madison, read the following essay upon the theme, "The Modern Slaughter of the Innocents." While the allusions had a peculiar local significance, the general application and pertinence of the thought was highly appreciated and warmly applauded.

"Said a prominent gentleman of this city, a short time ago, 'The public schools turn out more physical wrecks than the saloons.'

"In the press and the magazine, from the platform and the pulpit, the public schools are gravely charged with the ill-health of American children. Whether in the primary department or the university, the indisposition of every boy or girl is attributed to over-study, and the politic physician agrees with the fond mamma that the public schools are the bane of the country, and that pills are the chief blessings of a boasted civilization. This shifting of responsibility upon the public schools, unless deserved, is cowardly and mean. All of the institutions of men are necessarily defective. The public school is no exception. Where children are to be educated in droves, the requirements must be for the average boy and girl. We freely admit that the scholars are sometimes over-taxed by ambitious teachers, or a very ambitious girl will actually study too hard. But these are rare exceptions.

"Depression of spirits, nervousness, loss of appetite, weak eyes, indigestion. That's the diagnosis. Now, can any or all of these ailments be justly attributed to other causes than over-study?

"Will you not admit, O mother, that lack of exercise, or social dissipation in amusements, and dancing parties prolonged far into the night, and the consequent loss of sufficient and healthful sleep, will occasion weariness, depression and loss of appetite? Who is it that stimulates your daughter to shine socially and intellectually at the same time, but you in your foolish pride?

"Is your daughter afflicted with weak eyes? Search, and you'll find her eyesight where she lost it—in the delicately embroidered ornaments adorning your parlors, or between the pages of her French novel, and not between the covers of her arithmetic or algebra.

"Indigestion! Pause. Consider the monotonous meals deficient in nutrition, poorly cooked, irregularly served and hastily eaten, before you ascribe it to over-study. Indigestion lurks oftener in your cake basket, in the hastily eaten meal, in the candy stores, than in the mental strain you talk of!

"Urged beyond their strength, you say. If your children are brilliant, who urged them beyond their strength to make up the year or term you took them out of school? Who but you, fond parent? If your children are dull, if their mental machinery revolves but once in three weeks, do not, I beseech you, because they have to study hard to keep up with their classes, lay the blame on the public school teacher.

"When there is poor ventilation in our school-houses, and school-rooms are overcrowded, and the color goes from the cheeks of your children, arraign the ones who vote the taxes, and not the teachers who stand at their posts and die daily with your children, as the result of your ignorance or penuriousness.

"Consider how many American children are born under the shadow of disease; how many constitutions are undermined in the cradle; how many must run the long gauntlet of pills, powders, quack nostrums and vile drugs; and, upon all this, consider how this system of false living hourly strangles the vitality of the children, and then charge not the public schools with holding the knife of the assassin, while the light reveals it clutched in the hands of parental indifference and ignorance. Over-study! Nay; your children, under proper conditions of diet, exercise, dress and ventilation, could do twice the study they do now and grow fat.

"When every mother has a thorough knowledge of the laws of health, and governed by common sense, applies them with wise discrimination; when fathers bestow as much thought on the dietary and ventilation of their homes as on their stables, and find the rearing of fine human beings as worthy their attention as the raising of horses; then shall child-life have an added charm, and shed its freshness and fragrance like the flower that never withers, but in its Heaven appointed time drops its petals one by one. Then shall the body be royally adorned with overflowing health, and we shall hear no more about the modern slaughter of the innocents."

THE effort to organize the ungraded schools upon the basis of the course of study prescribed for such schools, has been pressed with vigor and intelligence by quite a number of county superintendents and teachers during the school year now closing. The success attending these efforts has been gratifying, and place the possibility of such organization in all schools beyond a doubt, and should be an incentive to all superintendents, teachers, and school boards to give the matter that attention and hospitable co-operation which its importance demands. We compile from two articles in the *Manitowoc Pilot* the statements of Superintendent Nagle relating to latest phases and future needs of the work in that county.

In accordance with the requirements of the Course of Instruction for Country Schools, examinations were held this spring by the superintendent for such pupils as had completed the Course and who desired the diplomas certifying that fact. An average standing of sixty-five per cent. was required and the minimum standing in any one branch was fixed at fifty per cent.

Sixteen persons presented themselves for examination. Of that number three reached the required standing and diplomas certifying that they have completed the Course were issued to them. Two others neglected to write on one subject. In all other respects their standing was satisfactory, and but for this omission they would also receive diplomas. Three failed in attaining the minimum fixed for each branch on one subject and were conditioned.

Supplementary examinations for pupils having completed the Course of Instruction for country schools have been held throughout the county since the report made April 21, 1884. At these later examinations, five persons attained the standing required to entitle them to diplomas certifying their completion of the Course. In many of the schools of the county are pupils who have almost completed the Course and the probabilities are that the examinations next spring will result in the issuance of an increased number of diplomas. The result is decidedly encouraging in view of the comparatively short time the schools have been working under the Course.

It is not the purpose to dwell here upon the advantages of having schools organized under the Course of Study. That matter received full attention at the

union schools held throughout the county during the past winter. It is to be hoped that district boards will give the matter some attention in employing teachers for the coming year. The labor of introducing the Course has been by no means light and the difficulties overcome by no means insignificant. To retain what has been gained and to steadily work for improvement are the duties of the future. In this work school boards can give material assistance.

If school boards would interest themselves somewhat in maintaining the Course as a feature of their schools, the progress in the future would be rapid. The system is fairly inaugurated in this county. The schools are practically under one system, and school boards should insist that the teachers they employ should work in accordance with that system. There is no longer any opposition on the part of patrons to their children's being taught agreeably to the system under consideration. In fact, where its merits are most fully understood there is a demand for it which teachers and school boards cannot afford to ignore.

It is to be hoped the coming school year will find teachers and patrons working harmoniously, and the Course of Instruction introduced in every school successfully. This would be a guaranty of progress.

THE attention of county superintendents is again especially called to the notice of the meeting of institute conductors to be held in Madison, opening Friday evening, July 11th, and continuing through Saturday and Monday following. The syllabus of institute work for the ensuing year is largely determined at this meeting, and county superintendents have a vital interest in advising upon this matter. This meeting affords almost the only means for arriving at a good common understanding in relation to a phase and an important phase of the superintendents' duties in which they, the institute conductors, the institute committee and the state superintendent must necessarily closely co-operate if the best results are to be obtained. Let there be, then, not only a full attendance, but a free and unrestricted interchange of views. The presence of the distinguished gentlemen from abroad, is not designed to, and should not interfere with such a conference, but rather, by their discussion of principles and methods, quicken our interest, and guide in the formation of correct judgments upon what should be attempted, and what may properly be hoped to secure thorough institute work.

AT the commencement exercises of the University of Wisconsin, the following degrees were conferred:

Bachelor of Arts, Sixteen—1 lady, 15 gentlemen. Bachelor of Letters, Seventeen—8 ladies, 9 gentlemen. Bachelor of Science, Twenty—6 ladies, 14 gentlemen. Bachelor of Civil Engineering, Four—gentlemen. Bachelor of Mechanical Engineering, Five—gentlemen. Pharmaceutical graduates, Three—gentlemen. Bachelor of Law, Twenty-four—gentlemen. Total, 89.

Fred. J. Turner of Portage, was awarded the Lewis Prize for oratory; O. E. Hagen, Henry J. Taylor, and Mrs. Julia Clark Hallam, were each awarded second degree, Master of Arts, upon special examinations in Greek. O. E. Hagen, upon examination in English, and Nellie Cynthia Chase, upon examination in German, were each awarded like degree, Master of Letters. G. W. Brown, upon examination in physics, Julius Nelson, in natural history, and A. M. Sawin, in

mathematics, were each awarded like degreee, Master of Science. Joshua N. Sanborn, upon examination, was awarded the degree of Civil Engineer.

At the close of the several Normal Schools, the following numbers completed the courses of study and received Certificates or Diplomas, at the respective places, mentioned below:

Platteville.—Advanced course, Thirteen—4 ladies, 9 gentlemen. Elementary course, Eight—4 ladies, 4 gentlemen.

Whitewater.—Advanced course, Eight—6 ladies, 2 gentlemen. Elementary course, Thirty-two—24 ladies, 8 gentlemen.

Oshkosh.—Advanced course, Six—3 ladies, 3 gentlemen. Elementary course, Twenty—11 ladies, 9 gentlemen.

River Falls.—Advanced course, Three—2 ladies, 1 gentlemen. Elementary course, Fifteen—10 ladies, 5 gentlemen.

Total at all the schools—Advanced course, Thirty—15 ladies, 15 gentlemen. Elementary course, Seventy-five—49 ladies, 26 gentlemen.

In the June number of the Journal announcement was made of twenty-nine life memberships in the National Educational Association, which at that time had been taken in Wisconsin. From that list the name of State Superintendent Graham was inadvertently omitted. Since that date the following have been added to the list of life memberships taken, making forty-two with those reported last month: L. H. Clark, Tomah; Samuel Shaw, Madison; J. H. Carpenter, Madison; Philip Eden, Platteville; C. F. Viebahn, Watertown; Board of Education, Janesville; Board of Education, Milwaukee; primary section of Milwaukee teachers; middle and upper sections of Milwaukee teachers; Alumni Association, Milwaukee Normal School; County Superintendents' Association.

Five states—Vermont, New Hampshire, Michigan, New York and Rhode Island—now provide for compulsory education in temperance in the public schools. The following is the text of the New York law:

1. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money or under state control in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system.

2. No certificate shall be granted any person to teach in the public schools of the state of New York, after the 1st day of January, 1885, who shall not pass a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system.

The funds necessary to rebuild Galesville university having been secured, Architect Maybury, of Winona, has been instructed to make the plans.

QUITE a number of changes in principals in the public schools of the state are announced for the ensuing year Mr. J. W. Pollock, o Prairie du Chien, will go to Brodhead, in place of O. N. Wagley; I. N. Stewart will go to Appleton, in place of R. Schmidt, and E. E. Beckwith, of West Bend, will take Mr. Stewart's place at Port Washington; W. A. Willis has resigned, after eleven years of service as superintendent and principal of high school at Baraboo, to go to Iowa City, Iowa, and Mr. C. W. Cabeen, who has been assistant in the high school the past year, will succeed him as principal of the high school; Samuel Shaw, city superintendent and principal of high school at Madison, resigns, and so also does W. M. Pond, vice-principal; F. G. Young, of Elkhorn, resigns to take up a course at Cornell University; Chas. J. Smith, of Viroqua, resigns to take up the study of law.

COUNTY SUPERINTENDENT LUNN, in a recent communication to the *Baraboo Republic*, in speaking of his work for and with the public schools, says:

We have not tried to please but to benefit the people of Sauk county, and have considered our chief duty to be that of guardian of the educational heritage of helpless children, who often need protecting from cheap shams of teachers, as well as against the negligence of penurious or indolent parents or district boards, who do not as yet, we are glad to believe, constitute a majority in Sauk county.

THE following paragraph from a Faribault, Minn., paper, will interest the friends of the party named:

Prof. B. M. Reynolds has tendered his resignation as superintendent of the Faribault public schools, to take effect at the close of the present term, having accepted a like position at Fergus Falls, with a salary of $1,600 per annum.

A LINE from Supt. A. Salisbury, formerly of Whitewater, states that he has removed his family from Atlanta, Ga., to Montclair, N. J., and the latter is now his home address. The necessity of spending several months each year at the central office of the A. M. A., in New York, rendered the change of residence desirable.

THE STATE SUPERINTENDENT has recently received a large number of requests for copies of the school code, from school officers and others. The last edition of the code is so nearly exhausted that no copies can be furnished, except to newly organized districts until a new edition is printed.

Lessons in Chemistry. By William H. Green, M. D. Published by Lippincott & Co., Philapelphia. This is a very practical text-book upon the subject of chemistry, just from the press, is illustrated in a manner greatly to help students and teachers in preparing for and conducting experiments, and is commendable in that it deals with such practical matters and phenomena in such a practical way as to beget an increasing love for the science.

LESSONS ON MANNERS: *For Home and School Use.* By Edith E. Wiggin. Published by Lee & Shepherd, Boston. Price, 50 cents. This is a charming little volume, the best on the subject we have ever seen, and one which every teacher in the land will find suggestive, helpful, practical. It deals with Manners in General,—Manners at School, in the Street, at Home, at the Table, in Society, at Church, at Places of Amusement, in Stores and similar Public Places, in Traveling, in Borrowing, etc., in a plain, clear, common sense way.

First Lessons in Physiology and Hygiene, with Special Reference to Alcohol, Tobacco, and other Narcotics. By Chas. K. Mills, M. D. Philadelphia: Eldredge & Bro. Price, 85 cents; to teachers for examination, 50 cents. Text-books upon the above subject seem to be multiplying. This one has some features that are excellent. Sufficient anatomy is given to render the physiology intelligible. The syllabus of the matter included in each topic discussed, and the questions for review will be found useful.

The Principles and Practice of Common-School Education. By Rev. James Currie, M. A., Principal of the Church of Scotland Training College, Edinburgh. Author of "Early and Infant School Education," etc. 440 pages. $1.50, cloth. Sent by mail, prepaid. We often have inquiry for a work of teaching covering the general ground of principles, duties, methods, etc., for use by teachers. We know of no better work than the above to recommend. The more one studies it, the more practical, comprehensive, helpful it appears to be. Robert Clarke & Co., Publishers, Cincinnati, Ohio.

The Century for July is at hand. We have had time but to glance at the pages of continued articles and serials. The new articles and illustrations are up to the high standard of this leader of the monthlies, and fill the number with varied and satisfying contents.

The Popular Science Monthly for July, contains a valuable article on The Fruits of Manual Training, by Prof. C. M. Woodward, St. Louis, and among the list of other contributors are Herbert Spencer, Samuel A. Fisk, Grant Allen, M. M. Guyau, George Jackson Fisher, etc., upon timely and interesting topics.

Messrs. Ginn, Heath & Co., of Boston, New York and Chicago, are doing a very excellent and commendable work in publishing "Classics for Children" between nine and fifteen years of age. They include such works as Robinson Crusoe, Stories of the Old World, Merchant of Venice, Scott's Quentin Durward, Lady of the Lake, Memory Gems in Prose and Verse, etc. They are printed in large type, on good paper, are substantially bound, and sold at a very low price (30, 35 and 40 cents).

SOME interesting and extraordinary data have just been compiled respecting the Mississippi. It appears that it boasts no fewer than fifty-five tributary streams, with a total length of navigation of 16,571 miles, or about two-thirds of the distance around the world. Even this, however, represents but a small amount of the navigation which will follow when the federal government has made the contemplated improvements in the Upper Mississippi, in the Minnesota, Wisconsin and other rivers, in which it is now engaged. But while the Mississippi has 16,571 miles navigable to steamboats, it has 20,221 miles navigable to barges. This navigation is divided between twenty-two states and territories in the following proportions: Louisiana, 2,500 miles; Arkansas, 2,100; Mississippi, 1,380; Montana, 1,310; Dakota, 1,280; Illinois, 1,270; Tennessee, 1,260; Kentucky, 1,260; Indiana, 840; Iowa, 830; Indian Territory, 720; Minnesota, 660; Wisconsin, 560; Ohio, 550; Texas, 440; Nebraska, 400; West Virginia, 390; Pennsylvania, 380; Kansas, 240; Alabama, 200; and New York, 70. Nearly all sections of these states and territories can be reached with ease. Louisiana, Arkansas, Mississippi, Montana, Dakota, and the Indian Territory possess more miles of navigable stream than miles of railroad, all of which are open to everybody who wishes to engage in commerce.

THE death of the late Judge Jeremiah Sullivan Black has brought up an incident that occurred in New York in 1857. The writer was a little bell-boy at the Astor House, New York, at that time, and Judge Black, the new Attorney-General of the United States, had arrived. His rooms were thronged with distinguished citizens. The next day there arrived a small, gray-haired old gentleman from the west. He registered as Judge J. Williams, Iowa. For a few moments he looked over the register, and the little boy that was waiting for an order noticed that all at once he gave a start, asked for a card, and wrote on it, 'The Supreme Judge of Iowa presents his compliments to the Attorney-General of the United States.' Taking up a half-sheet of paper, Judge Williams wrote the following:

O Jerry, dear Jerry, I've found you at last,
And memory, burdened with scenes of the past,
Returns to old Somerset's Mountains of snow,
Where you were but Jerry and I was but Joe.

The bell-boy took the card and note and carried them up stairs. In less than three minutes the great dignified Judge Black was coming down the stairs two steps at a time, and the little bell-boy was in close pursuit. The scene in the office of the Astor House will always be remembered by those who were so fortunate as to witness it. Two old schoolmates and law students were together after a separation of some thirty years. The two old men embraced each other, neither of them able to utter a word. Both have passed away, and no better representatives of the American bar that have sprung from humble origin can be found in American history.

A well-spent life is full of happy memories. But how many schoolboys there

are who never see an honored old age, but whose idle, dissolute and wasted lives go out before they reach their prime, and leave only memories of shame and sorrow behind.

WE would call the attention of teachers to the Teachers' Co-operative Association, of Chicago, advertised on another page, as the best means of keeping posted on desirable positions becoming vacant. The work of this agency extends throughout the United States. Schools desiring teachers should not fail to correspond with them, as they count among their numbers not only teachers looking for places, but also teachers who hold permanent positions, and who would not make a change except for preferment.

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PLATTEVILLE, WIS., April 28, 1884.

TO WHOM IT MAY CONCERN:

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D. McGREGOR,
President State Normal School.

For further information, send for Circular, or write to Mr. ZIMMERMANN, at Milwaukee.

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WISCONSIN

JOURNAL OF EDUCATION.

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✓ ELEMENTARY EDUCATION.

(Address before the Wisconsin Teachers' Association, at Madison, July 14, 1884.)

BY PRES. J. W. STEARNS, WHITEWATER.

Members of the Wisconsin Teachers' Association:

In presenting the customary annual address, it has seemed to me that I could invite your attention to no more important topic than the course of elementary instruction in our common schools. I do not propose to attempt a full discussion of so extensive a theme, but rather to offer a few observations regarding changes in it now in progress of accomplishment.

The term elementary instruction may be understood to designate the course of study below the high school. How large a proportion of the pupils in our state receive no schooling beyond this will be clearly indicated by two statements: (1.) The last report of the Milwaukee School Board shows a total of 19,027 pupils enrolled in the public schools of that city, of whom 289 are in the high school; that is one in sixty-seven. (2.) From the last report of the State Superintendent of Public Instruction, I find the total enrollment in the public schools of the state to be 303,453, of whom 7,092 are in the high schools; that is a very little more than one in forty-three.

It is manifest, therefore, that universal education means elementary education, and that the modicum of schooling essential to good citizenship must be carefully provided for within these limits.

It would be an entire misapprehension of the problem of public education to interpret these figures as showing that high schools are not necessary. Indeed, these facts constitute to my mind the most unanswerable argument in their favor. Whence but from them is to come the great body of teachers, upon whose thorough training, clear understanding of their work, and preparation for it, must depend the success of the best plans for rendering elementary instruction as efficient as possible? Wisconsin has, fortunately, recognized this relation, and provided by law for special instruction with reference to it in the high schools.

Two fundamental principles should guide our thought in any attempt to define or criticize a course of elementary instruction: first, these schools should be made to face the world and not the high school merely or chiefly. Not only do few of the pupils ever reach the high school, but few of them ever complete the course of elementary instruction. They drop out at all stages of it; and it is evident, therefore, that the best course of study will be one so planned that at whatever stage they leave it the pupils will have received the best preparation for life practicable in the time they have spent at school. A course of study so planned will be also in a wise school system the best possible preparation for more advanced instruction. These propositions are so evident that it would not be necessary to repeat them, were it not for the well known tendency of every system to become an end to itself; so that, for instance, in the mind of each teacher in a graded school the demands for passing to the next grade occupy the foremost place, and thus the school creates an horizon of its own, which is likely to shut out of view the needs of life. Each department ought to be planned as though the pupils were going no further; this is our fundamental position.

Let us admit, however, that it is not easy clearly to define our own test principle. The terms by which we seek to make it clear to ourselves are vague and illusory. "The demands of practical life" simply sends each man back to his own experience, and one is a banker, another a farmer, and a third a school teacher. Each realizes that he does not know in a general way what "the demands of practical life" are. "To fit for intelligent citizenship," in days when voters are called on to decide upon complex plans of

municipal reform, or to vote intelligently on the tariff question, is by no means so satisfactory a test as some would have us believe. But, even though we cannot define our principle satisfactorily, we may find it practically useful; for, applying it cautiously, we are learning from it that some things which have been done in the schools may better be left unattempted, since, however important in themselves, they are crowding out more essential things; and that others are demanded by the changes of a progressive age, and must be gradually introduced.

In doing this, we must give constant heed to the check imposed by the second fundamental principle. It has long since become a maxim with searchers after natural knowledge that if you would succeed you must not try to force nature; you must sit humbly and inquiringly at her feet. So, too, it is at length recognized that if you would succeed in teaching children you must not seek to force on them the thoughts and ways of mature persons, but you must study childhood, its wants, its ways, and the laws of its unfolding, and strive patiently to work in accordance with what you learn. The modern curriculum of elementary education must grow — is growing — out of the action and interaction of these two laws. Dwelling on either one of them alone we go amiss; we go right only as we have strength and wisdom to hold to them both.

Without, then, attempting to discuss all the branches of the ordinary elementary curriculum we may remark *how dry it is* as a whole. It faces the world in a narrow instead of a broad way, and considers the nature of the child only to understand how he can be made to learn what is already prescribed for him, and not also what it is best to prescribe for him to learn. The period of life during which he is pursuing this course of study has two clearly marked stages. In the first sense-perception predominates. He wishes to see, to hear, to feel; the external world is full of novelty and enticement for him; life overflows so that he would run, and jump, and climb in a round of ceaseless activity. To perceive and to do — these are the laws of his being, and nature, by these signs, seems to call out to us to train the child through his senses and through doing. Nineteenth century knowledge, moreover, differs from that of the seventeenth century, mainly in that it is built upon the skillful use of trained senses. To see clearly, to discriminate

things—facts—correctly, that, too, is the best preparation for practical life in all its callings. Thus, facing the world and facing child nature, we see "train by work in the right use of the senses," written as our plain duty. Have we any better excuse for not doing it than our own incompetence?

From the play of the senses the child gradually obtains a stock of elementary notions which at length come off, as it were, from the objects which have given rise to them, and remain in his mind as more or less distinct ideas. At length he begins to find pleasure in getting new effects by the recombination of these. Tales of travel and adventure now fascinate him; history and biography picturesquely told take strong hold upon him. He is trying to construct the unseen and the inexperienced out of the seen and the felt. Oh for a hand to help him to make the most of the natural play of the forces in him!—a teacher to read to him and to talk with him; one well enough equipped to instruct him wisely! Let it be said here that part of that teacher's equipment is material. A carpenter without tools, a lawyer without a library, are hardly more incapable of doing really efficient work than a teacher of children who owns no children's books. A literature admirably adapted to the wants of children has been created in our day by the free play of the natural forces of trade and competition, and teachers, who as a class are too far removed from the uplifting power of these forces, ought to use such books—they are not text books—freely, and to learn from them. When this is done the course of elementary instruction will not be *dry*.

Let us look at it in another way. Mr. Huxley has helpfully stated the objects of elementary education as follows: to give the pupil command of the common implements of learning, and to create in him a desire for the things of the understanding. The common implements of learning, in the old and long familiar statement of them, are reading, writing and arithmetic. Really to give a young person command of these is indeed a high service, and we may add, in view of the lamentable failures which attend many efforts to accomplish it, a difficult one. But this is only half the statement, and unless the other half is added, we cannot accept it as satisfactory. The elementary curriculum is *dry* whenever the other half is omitted. Without the desire for the things of the understand-

ing of what avail are the mere implements of learning? They may even prove a curse. The power to read is not necessarily a blessing. It opens avenues of debasement as well as of progress, and there are not a few persons who have reason to affirm: "I should have been better without it." Miss Nightingale has truly and forcibly said that the three R.'s alone are likely to produce a fourth R. of rascaldom. This fact is forced upon our attention not only in our large cities but in every town and village of our state. The power to read is, as it were, a tree of knowledge of good and evil, and unless a *taste* for that which is good is carefully cultivated as the power is acquired, many will pluck from it only the noxious fruit.

The remedy for this, so far as it lies in the school teachers' power, is awakening in the child a desire for the things of the unstanding. Teaching which does this is real and vital. The whole nature of the child is reached by it, because it works in accordance with the demands of child-nature. Formal and perfunctory teaching may give command of the implements of learning, provided that the teacher has force of will and steadiness of purpose enough to hold the pupil for a sufficient length of time to his tasks. But it does not quicken the intellectual and moral forces in the child; it more often represses them. The worst possible commentary upon a school or a system of education is that the pupils leave it with a distaste for study. What a wretched failure our work is if we so teach a pupil to read that he hates reading! if we so impart the rudiments of learning that the recollection of our processes stands as an ogre athwart the highway of intelligence! Nay, even though we do not thus turn the forces of life against us, what defense have we for that teaching which leaves them unaffected, which awakens no abiding interest, creates no new currents in the life, and shows as the product of its works only apathetic correctness and intellectual atrophy?

It may be truly said that modern progress in elementary instruction has been steadily towards the realization of the second part of this maxim. The aim of elementary schools was, for a long period of time, only to give command of the common implements of learning. When the knowledge of Latin was the most essential implement, childhood and youth were devoted almost entirely to the acquisition of this, and that, too, in a hard, dry, subjective

method, which made it impossible to realize the second end, and whose highest possible excellence was thorough system and persistent drill. All the great educational thinkers and reformers, from Comenius to Frœbel and Herbart, have cried out against this, and demanded that the school teacher shall undertake the higher task of unfolding and quickening all the powers of the child's soul. Object lessons, the kindergarten, the whole theory of education, and the ingenious and valuable expedients of modern methods of instruction have grown out of the effort to realize the second part of the formula.

It is profoundly to be regretted that our educators, even those in charge of high schools and systems of schools, are not more familiar with the history of education. The purposes of education are best realized by studying the progressive development of thought regarding it. The importance of vital education over formal education is most fully apprehended by those who know somewhat in detail the steady advance of theory and experience in this direction among the civilized nations of the world. Dr. Johnson said, "Let him who would become master of a good English style give his days and nights to the study of Addison." I would say let him who would understand properly the right aims and purposes of popular education give his days and nights to the study of the history of education. Let him become thoroughly familiar with such works as Browning's History of Educational Theories, and Quick's Essay on Educational Reformers. When those who superintend, as well as those who occupy important positions in our schools, shall have become familiar with this history our school system will take on such a growth as will make it the power it ought to be in moulding the social and intellectual life of our communities. When it shall come to be recognized that knowledge of this kind is essential to wise and profitable work in the field of education, then shall we begin to see that full and strong development of teaching as a profession to which we so anxiously and sometimes doubtingly look forward. If there is no special knowledge of this kind, knowledge which renders the possessor of it wiser and more practically useful in the sphere to which it relates, then all efforts to set up a profession of teaching are futile and foolish; if there is, the more promptly it is

studied and apprehended by all those connected with the workings of the schools of Wisconsin the better for the interests of the state which are committed to their charge.

It should appear from this discussion that the maxim we have adopted as expressive of the aims of elementary education is indivisible, the latter part but expressing the spirit and method which should guide us in attempting to carry out the former.

If now we try to re-state what are the common implements of learning, we may give them a broader and more vital expression. Let us say that they are at least four, instead of three: (1) The power to get accurate and methodical knowledge through the senses; (2) The power to express this knowledge clearly and properly in speech, writing and drawing; (3) The power to get out of books what is in them; and (4) The power to use numbers skillfully.

These are, as it seems to me, the primary objects of elementary instruction. Thus stated, each one is seen to be the development of a new power in the child which will make him worth more, because more efficient in any community and in any calling. They are, therefore, the proper objects of universal education. Since, in each case, the thought of the educator is not to force some formulated knowledge in upon the child, but to develop in him a new power, he is, as it were, compelled to recognize and apply that law of nature, so obvious that it would seem unnecessary to state it if violations of it were not daily forced upon our notice, that power is gained only by self-activity.

Thus, the teacher is no longer a teller; still less is his business to take lessons committed out of a text-book; for powers are not developed in either of these ways. He is to get the pupil to teach himself, and the unfolding of this thought constitutes the science of education, so far as it relates to teaching processes. He is to know, for example in reading, how to develop in the child most speedily the power to get for himself the pronunciation of a new word-symbol; how to get for himself by natural processes the signification of a new word; how to get for himself the right meaning of a paragraph and the right way of giving expression to it. He is to know, in short, how most certainly and speedily to make the child independently self-active in getting knowledge by leading him into

getting it by the best methods, and by giving supremacy in him through natural processes to the motives which ought to prevail over him. Truly an intricate science! a high and difficult art! Yet, who will question that this is the right ideal?

Of the implements of learning thus defined, the first, to wit: "The power to get accurate and methodical knowledge through the senses," has most slowly come to be accepted as part of elementary education, and is still most commonly neglected, and most imperfectly given when attempted. Its importance few will deny, and fewer still will fully and practically recognize. Where attempted it may safely be said that most people still look upon the work as fanciful and ornamental, a form of amusement well enough in its way, a sort of variety show introduced to relieve a little the tedium of ordinary school work. And yet it is a common-place in every one's mouth that the child is naturally interested in the things which appeal to the senses, and that in teaching him we ought to follow nature. The truth is that it requires a higher appreciation of the real ends of education, and greater knowledge and skill on the part of the teacher to attain anything like real results in this work than in any other done in school. Formal, routine teaching fails lamentably and unmistakably in this field.

Those of us who are now in the maturity of our powers know from experience the difference between real knowledge and formal knowledge. That which has come to us through our own senses, by our own exertions, has a vitality and certainty attained in no other way. We regard as the great defect of education as it existed twenty-five years ago that it did almost nothing to increase the sum of this kind of knowledge, and we feel that many of our limitations in power to grasp new truths and to see and interpret things about us are due to the fact that our teachers did not train us in the use of our senses. In proportion to the strength of this feeling in us is our duty to strive to help the rising generation to something better. Education as a science and as an art is progressive, and our generation has witnessed an advance as great in proportion as that which has taken place in the same time in material civilization and in scientific thought. That advance is as yet local and sporadic; it is our most sacred duty to strive to make it general. Those who seek to be educators *must* now study education;

they must keep abreast of the times; the period of formalism and routine in teaching is fast passing away.

It is the great merit of Pestalozzi that he showed how this sense teaching may be done, and rendered the effort to do it popular. Since his time great and substantial progress has been made, notwithstanding the numberless failures. As he long ago pointed out, it is in the order of nature for the child first to discover something new, and then to seek to express it. The wearisome question, "What is this?" is but his seeking after names for things which impress his senses; and his disposition to talk about them, and to tell again and again what he has learned, is nature's lesson to us in the art of teaching.

It is, perhaps, a misfortune that "education of the senses" has come into use to designate the first half of this process. It is doubtful whether the senses are capable of education; and even if use does give slight increase of power to them, it is certain that this is not what we mean by the phrase. "Education in the use of the senses" would be better, for this tells what we mean, and at once becomes suggestive of processes. Such education seeks to form a mental habit of looking at things analytically and minutely so as to discover their parts, their qualities, their uses, and the way they are made; then of comparing them with other things so as to learn their relations; and at length, by natural growth, of developing those generalizations and inferences which constitute both practical and scientific knowledge.

And the other part of the process ought always to go along with this as its natural complement — drill in language, or the accurate, connected and systematic expression of the knowledge gained. Language is not an end in itself, but a means — an instrument of thought and its expression; and skill in its use is acquired by keeping it in its right relations — not by dreary drills on this and that, these and those, still less by the most tedious and forbidding of tasks, the school composition,

> "The toil
> Of dropping buckets into empty wells,
> And growing old in drawing nothing up."

To develop this complex process of getting real knowledge by the use of the senses and then expressing it clearly and properly,

orally and in writing, requires knowledge and skill of a high order on the part of the teacher; but I am certain that the school of the future, which intelligent public school men are practically toiling for, will rest content with nothing short of this. The teacher must be able to guide the pupil into getting sound knowledge of things for himself; and at the same time, not in a separate lesson but in the same lesson, not as the principal object, but as the incidental one which it properly is, to teach him to use capitals and punctuation marks correctly, to make proper sentences aud combine them properly into connected discourse.

In this work, also, as I believe, we shall find that what has been called the great law of ethics holds, "whereby," as has been well said, "the abandonment of a lower end in obedience to a higher aim, is made the very condition of securing the lower one," which again may be expressed without irreverence in the familiar words, "Seek ye first the kingdom of God and his righteousness, and all these things shall be added unto you." The pleasure missed by the pleasure seeker is found by the worker, because he followed the higher aim. To reach the highest art we must forget art and aim at truth. So to teach language we must aim after the things of the understanding which call for correct speech, and in the heat of their pursuit we may get expression as it were incidentally. We do not aim high enough. We are forever getting children ready to enter the temple of knowledge and therefore they escape from us before our dreary task is completed. The schoolmasters exclaim in the Dunciad:

"Since man from beasts by words is known,
Words are man's province, words we teach alone.
Placed at the door of learning, youth to guide,
We never suffer it to stand too wide,
To ask, to guess, to know, as they commence,
As fancy opens the quick springs of sense,
We ply the memory, we load the brain,
Bind rebel wit, and double chain on chain,
Confine the thought to exercise the breath,
And keep them in the pale of words till death."

It is not intended to imply that language teaching should become less systematic, thorough and efficient, but more so. What the child needs is not grammatical theory doled out in diluted doses,

and driven in with a weary weight of disjointed and meaningless exercises; not a nursery grammar-book with all the technical terms rendered into baby talk; but the natural gift of speech in him needs to be exercised about things that interest him, and exercised in such a way as systematically to increase his vocabulary, to get him to write what he talks as he talks it, first in simple sentences, rightly punctuated and capitalized; then in little organized paragraphs, containing compound and complex sentences which he learns to make by making them, and enjoys making because they tell something which he wishes to tell. He must be set right when he goes wrong, and be given general principles only when they will help him to do more easily what he wants to do. By and by the reflective period will come, and then he should study grammar seriously, for doing which this work will have given him the best sort of preparation.

The matter for such lessons is varied, and, in my conception of it, should not be taken up hap-hazard, nor consist for the most part of what the child will later learn without a teacher. It should consist of what he will not learn for himself. First of common things in which he has a real interest; then pictures about which he can tell a little story; then botany and natural history form an inexhaustible store. And here it is necessary to insist again that the method is of more importance than the matter. He must, so far as possible, find out for himself and tell in his own words. Primary pupils will, with a little guidance, plant seeds and find out how plants grow; they will study roots and stems, phyllotaxis, vernation, the parts of flowers and their uses, the forms of inflorescence, the kinds of fruit, the natural contrivances for disseminating seeds, and so on. If rightly guided, and not forced to generalizations before they are ready for them, and not told what they can find out for themselves, they will, with ever fresh delight, form habits of observation, comparison and reflection, and acquire a natural and accurate way of expressing themselves, which constitute veritably new powers of the highest practical value. These are the ends to be sought in the work — and not the body of knowledge. It would be the greatest possible mistake to try to make this work a cram in science. But if these ends are gained, the other, so far as desirable, will have been acquired also most

thoroughly and abidingly. Our ethical law will be found to hold; to pursue the higher aim with singleness of purpose is the quickest and surest way of gaining the lower end. This is not theory alone; it has been proved by experience. What is needed to accomplish it is really intelligent, sympathetic teaching.

In the same way natural history may be taught; and nature is showing us every day, by the interests and pursuits of children, that this is material admirably adapted to their wants. Species, orders and families, with the essential forms and habits upon which they are based, may be made out after the same method. To these results must be added descriptions of animals from other parts of the world, which will become real and vivid by comparison with things seen, and the significance of the more essential structural elements and their relations to habits of life will be readily discerned by the child who has been properly trained. These descriptions should afterwards be reproduced in writing. The work becomes geography lessons, full of real intesest and suggestiveness, if the teacher is wise enough to know that knowledge is one, and that all its parts should be kept in vital relations to each other.

Human body lessons with primary and intermediate pupils, conducted in the same spirit and manner,— the manner of investigation and the spirit of guiding the child to teach himself — may make common among the people such notions of physiology and hygiene, very elementary to be sure, but real and practical,— as will tend to improve habits of life and maintain public health.

I am satisfied, from experience and observation, that elementary physics can be successfully and most profitably taught to grammar grade pupils, 12 to 14 years of age, if they are allowed to have no text books in their hands, but are led to study things, to talk of things, to experiment with things. No elaborate or expensive apparatus is necessary. Resourcefulness in the teacher, developing in the pupil that most valuable gift, which the schools forget and the farm cultivates — resourcefulness will make common and cheap materials yield excellent results. James Nasmyth, attributing his own development to the fact that he had to make much of little in his early experiments, exclaims, "How little there is of technical handiness or head-work! Everything is bought ready made to their hands, and hence there is no call for individual ingenuity!"

Elementary geology, as Prof. Winchell has shown, may be successfully presented to the same grade by studying things, not books. How real this knowledge is! how close it brings the pupils to things and to the current of modern thought! How much more inspiring and valuable than dreary drills on gulfs and bays, on prepositional phrases and compound adjective elements, on stocks and involution! It is work to create a desire for the things of the understanding.

Such work must not be hurried. If it is to be done by studying a text book, or with the methods and aims of most text books, it were better that it should not be undertaken. It must be done with an eye single to the development of power in the pupil — not of knowledge. The teacher must remember always what Prof. Winchell says: "that the learner retains, as the result of his first course of study in any subject, a surprisingly small amount of tangible and available information." The reason for doing it is that it is the natural work of childhood, that it carries forward to higher perfection the natural unfolding of the powers of observation and expression, and that it opens the temple of knowledge to the child by interesting him by right processes in the things of the understanding, and so puts him in right relation to the world in which he is to live.

There is a difficulty in the way, and it is not a light one. How are we to find teachers capable of doing it? To this there can be but one answer: We must make them! Right teaching, even in the lowest grades, is not an art at which any lad or lass may successfully play. The lamentable failures in this work, when attempted, show not that the conception of it is wrong or impossible — right reason teaches that it is not — but that teaching is a much more serious and difficult art than we are accustomed to think it; that it demands thought, intelligence and special training on the part of the teacher.

It is time to look to the third power which we have named, the power of getting out of books what is in them. This, let it be said distinctly, is the greatest of the four great ends of elementary instruction, and must continue to occupy, as it has for thousands of years, the chief place in the schools. It is giving to the child a key to the best that has been thought and said in the world, and

this service is so great that it alone justifies the maintenance of the schools. But here, again, besides teaching the art we ought to teach how to use it, and to secure these two ends together. In this there is progress. It consists in the recognition that there are two processes of learning to read — the natural and the artificial, and that the latter ought to be only a help to the former. The boy who has plenty of books suited to his age learns to read by reading. This is the natural process. The boy who has only his reading book learns to read by being made to read. This is the artificial process. To foster the natural process — this is the great discovery we are making. The boy who reads to himself mis-calls many words; more he does not call at all, because that would hinder him too long. Yet he gets entertainment and information out of his books, and acquires an enlarged vocabulary and power to call words at sight rapidly. It was thus that he learned to talk by talking, first in single words, then in short phrases and sentences, and, at length, with the vocabulary of youth. Who is distressed because the babe talks imperfectly? He learns by talking imperfectly. He hears much that he does not understand, and does not try to understand, but what he understands he tries to use, and so understands more. His very errors, in the use of words will show us what this natural process of learning is. The little girl who rebuked her brother for his rudeness by saying, "Charley, you are too amphibious," had heard the word, and caught at its meaning by comparison and elimination — the right process; a process which, as her knowledge becomes more extended, will surely eliminate this false sense and yield her the true one. It is this natural and healthful process of comparison and elimination which gives the one who reads power to comprehend more and more completely what he reads.

When the new reading book comes for the first time into the boy's hands he devours it eagerly. After a week or two it is a sucked orange to him; then the teacher takes him in hand and makes him eat it, deliberately rolling each dry morsel patiently under his tongue. Naturally he does not altogether enjoy it. The teacher is right and the child is right. Let us think of the latter right first.

The child has partially acquired a new power and he wants to

put it to use at once for his own entertainment. This is in strict accord with a great law of his being, a law which we ought to recognize and turn to account in all our work with him. We ought, at each stage in his progress, to furnish him with suitable matter to read, and to talk with him about what he reads. In practice what is our plan? To keep him in arithmetic and geography — two books which he cannot read if he tries. There are few, if any, persons in this assemblage who could read either of these books through, because they are the quintessence of dryness, so dry that, as Leigh Hunt would say, the Dutch ought to buy them to serve for dykes. How false and artificial our ways are when we shut the boy up to these things in school! We are certainly not thereby striving rationally to interest him in the things of the understanding. But now we have what is called supplementary reading; children's magazines and papers find their way into the most progressive schools. It is not indifferent what is read. Stories for the earlier stages, Aesop's Fables, Anderson's Fairy Tales, Hawthorne's True Stories, Tanglewood Tales, and Wonder Book, Church's Stories of the Old World, and so on. These books are not only entertaining, but the material in them is so wrought into literature that to know them in childhood is to have a sort of key to the best that has been thought and said in the world.

Then history, told in picturesque narrative, with anecdotes interspersed, is the proper and profitable reading of intermediate children. By it the child orients himself. He acquires a perspective which enables him at length better to see himself and his surroundings as they really are in their right relations. If our hard, mechanical processes of assigning a lesson to be learned, and of drilling on names, dates and dry bones, in order to bring out an examination paper, can give way a little, so that the children may read over a topic in order to tell about it and to talk it over with the teacher, the great majority of American children may learn in the schools something about the history of their own country, which will stimulate them to a real interest in public affairs and make them more intelligent citizens. At present this privilege is reserved for the fortunate few who get almost to the end of the course.

Knowledge such as I have described might not show for very much on an examination paper, but I know that it has a very positive value in after life. In the best schools this historic teaching begins in the language lessons of the primary room, by stories told to be reproduced, and interesting bits of biography, which serve at once to form manly ideals for life and as points of attachment for more extended historical knowledge. Books like Higginson's History of the United States and Dickens' Child's History of England are within the range of intermediate, Fourth Reader, scholars, and might most profitably take the place of much of the drill in dry names and dryer generalizations, learned, fortunately, only to be forgotten, which passes under the name of geography. Geographical readers and popular science readers are further indications of the healthful progress now making in this direction. If properly prepared books of travel and adventure are placed in children's hands they will, with a little guidance, acquire from them by reading more vital and abiding geographical knowledge than we can give them in the same time by the most elaborate and perfect drill. Teach them by practice to use a map when they read. Most of us have learned what we know of geography since we left school.

This natural process of learning to get out of books what is in them will produce far better results if supplemented by proper class drill in reading, and thus we return to the first of our two contradictory rights. When put in its proper relation, as the supplement and helper of the natural process, we readily see what its chief purposes ought to be. They are two: (1) It should seek to form a critical habit, and (2) to train in expression; for these are obviously the respects in which the other process is likely to prove deficient. Mr. Matthew Arnold tells us that we cannot understand one book properly save by having read a great many; and he is right. Jacotot, on the other hand, maintains with equal strenuousness that all is in a single book, and that the secret of education is in learning this thoroughly and referring everything else to it; and he is right also. The two apparently contradictory processes should go on side by side to correct and supplement each other. The reading class as such ought, then, to make each page and paragraph glow with fresh interest and significance. Its words should

be made to give up their meanings; its suggestions and references should be investigated; the relations of the parts to the meaning of the whole should be unfolded; all this rapidly and stimulatingly, by a method which promotes original investigation and a habit of critical study. The teacher must get the pupils to teach themselves, and estimate his results not by the body of knowledge stored up, but by the mental habits acquired.

The drill in expression is closely related to this. To read as he would talk — this is the ideal which the teacher should strive for in his pupil from the day he begins to read until he ceases to be in the reading class. The more real the interest of the child in what he reads the more natural and easy it will be for him to read as he talks. Reading is interpreting. Where more than one meaning is possible, the pupils' choice should be deliberate and not accidental; the expression of shades of sentiment by changes of tone and inflection is an art which not only awakens the critical powers, but refines the emotions. What more elevating influence is there in the whole range of school work than that which comes of genuine sympathy with high feeling, such as arises from the effort to give appropriate expression to it as embodied in a production of one of the masters of expression? There are times when the true teacher is an inspiration, when his sincere appreciation kindles in his class a corresponding flame. Then are secured the best results of teaching. For the highest means of culture is truly to understand and and appreciate a production of genuine literary inspiration. To feel the delicacy of touch, the depth of insight, the beauty and harmony of language, is to be under the most effective tutelage. Thus at length the child comes, as it were, into the presence of one of the great masters of the human race; and here is where we would have him as speedily and as often as possible.

There are great possibilities in a reading class, and a good reading book, possibilities which the strongest and ripest teachers feel that they can but imperfectly realize. It is therefore necessary to keep up our ideals of what should be attempted, and not suffer dead and mechanical processes to put them out of sight.

Of geography I have said little. The study of it belongs mainly to the development of the power to get out of books what is in them, and has its only proper foundation in sense-knowlege of the

near. I would gladly see the length of time given to it in our elementary schools considerably diminished, and the work undertaken in it defined by what the experience of men and women in practical life shows to be of permanent value. Above all, I would have a habit formed of learning geography incidentally, by using it in other studies and in knowledge of current events. We waste time here by doing much that might better be omitted, and by doing unsystematically, or on a mechanical and unsuggestive system, that which ought to grow by natural processes to a symmetrical and significant whole.

Grammar, in my judgment, has a place in elementary education, but in its latter part. It is a critical instrument for testing the correctness of speech and thereby giving assurance in its use; and for interpreting speech, to aid in solving its uncertainties. Wise teaching would doubtless impart many of its more important generalizations earlier, as they were needed for practical guidance; would reserve its refinements and minute analyses for more advanced study; and would seek to make the practical uses of its systematic presentation as prominent and as constant as possible. It would call for the constant use of the principles as critical instruments in determining and correcting errors, and as keys to unlock the meaning of doubtful passages.

Drawing, like writing, is an instrument of expression and should be taught as such. In both there is a mechanical knack to be acquired — to speak more exactly, secondarily automatic habits are to be formed as in piano playing; and wise teaching would grow out of a clear apprehension of what these habits are. It would consist, as in penmanship or piano playing, of two parts — exercises skillfully devised to develop right muscular habits, and daily use of such skill as has been acquired for practical ends. It is in the latter respect that present processes are most at fault. We do not put the skill acquired to any practical use, and so we do not conform to that law which, working in him, drives the child to turn each new acquisition to account; and therefore drawing is an appendage to his outfit, not an integral part of it, and, being useless because he has no habit of using it, soon slips off. It is a powerful auxiliary to geography, if map-drawing can be done from memory, and confined to such general features and to such general accuracy as

can reasonably be expected,—as will serve practical purposes. Elementary science work calls for constant practical use of the power to represent forms and relations with a pencil—and child-instinct points to such work. History calls for plans and diagrams, the making of which, if not too elaborate, is every way profitable to the learner. Fine art is too fine a thing for elementary schools, and industrial drawing has not in Wisconsin that relation to practical life which makes it exceedingly desirable in the schools of Boston. With us industrial drawing must take its place among the exercises designed to develop technical skill, good taste and invention. Looking, then, to the wants of our elementary schools we shall say that the purpose of teaching drawing in them is to give the power and habit of representing fairly, and for practical purposes, the things about which we talk, so that we may observe them more carefully, think about them more accurately, and express ourselves about them more clearly.

Of the fourth implement of learning, the power to use numbers skillfully, I do not propose to speak at this time.

We may summarize briefly the ground gone over. Our elementary instruction should be tested at all stages by its adaptation both to the needs of practical life and to the nature of the child; its proper object is to give command of the common implements of learning and to create a desire for the things of the understanding. We are unfaithful to the highest interests of society if we omit the latter. We neglect the most vital of these implements if we fail to train in the use of the senses, and to develop the gift of expression by progressive, objective lessons in the knowledge of things. Each of these implements is a power, not a body of knowledge, and as such is acquired by doing, not by receiving, so that the teacher is properly a guide to right ways of doing and not a lesson taker. He will foster natural processes instead of imposing artificial ones, and in reading, for instance, will consider it part of his duty to see that the child has, at each stage of his course, proper means for turning to account, for his own amusement and instruction, the degree of skill he has already acquired; will recognize that history told for children is a valuable help to this, and may wisely be introduced in place of some of the present work in geography for instance; and that reading, history, geography and grammar are all but means

of cultivating in the child the power to get out of books what is in them. He will, above all and at all times, hold fast to the higher aim of promoting right mental development, as in truth the best way of imparting right knowledge, which is real knowledge, that is, direct knowledge of things, and sound knowledge, that is knowledge available for use.

When these things shall have been generally engrafted upon the old and time honored elementary curriculum, the great advance in elementary education already foreshadowed will have been in large part realized.

REPORT OF COMMITTEE ON PROFESSIONAL INSTRUCTION IN HIGH SCHOOLS.

Made at the Meeting of Wisconsin Teachers' Association, Madison, July, 15, 1884.

With the present widely diversified character and condition of our high schools, the question, what shall we attempt in them as to professional instruction, is not altogether easily answered. Courage is needed to decide what should not be undertaken, as well as wisdom to determine what should.

To be fruitful in good results, it is deemed all important that the pupils in the high schools who receive this instruction, should include those only, who hold an opinion of their own that they wish to prepare to teach, and who desire the instruction; and that no teacher should give the instruction, who has any attitude of mind toward the effort, other than entire cordiality.

At the present stage of the undertaking, it would seem safer to attempt only a little, and have that well done, than to parade an elaborate course. It would be unfortunate, too, if the efforts in this direction should be of such a nature as to create the impression in the communities in which the high schools are located that the main force of these schools is to be turned in the direction of making teachers; for many other interests lay claims to these schools.

Some simple yet intelligent presentation of the elements of mental philosophy should underlie all this attempted professional instruction. "It is not necessary," says Mr. Swett, "that every teacher should be a metaphysician; but it is desirable to know the

elements of mental philosophy. The teacher ought to know, not what *may* be successful, after experiment, but what *must* be successful because based on laws of nature."

"In the class-room and in the institute," says Johonnot, "the constant effort is to ascertain what specific and mechanical methods have proved successful by experiment, rather than to settle by fixed laws what methods must be successful. The question of primary interest seems to be, 'How to teach the different branches,' instead of 'How to develop and train the faculties of the child by the use of these branches.' Without a careful and reflective acquaintance with the constitution of the child's mind, the work of the teacher, with his geographies, arithmetics and grammars, is scarcely less absurd than the performance of a difficult operation in surgery by one who knows all about ligatures, knives and saws, but understands nothing of human anatomy."

The following is, therefore, what is recommended to be undertaken in the work of professional instruction in high schools:

I. *Brief, simple, intelligible presentation of the elements of mental philosophy, especially as to the intellectual faculties.* The amount and character of what this work should be, is indicated in Chapter II of Johonnot's "Principles and Practice of Education;" or Chapter IV of the first part of Swett's "Methods of Teaching," supplemented by the first thirteen pages of the Teacher's Edition of "Elementary Lessons in English," by Mrs. Knox.

II. Thorough study and consideration of the Manual on the Course of Study for the Country Schools of Wisconsin. This study should be directed to three great ends:

1. To make the pupils thoroughly comprehend the *mechanism* of the course of study; *i. e.*, what the fundamental principles and essential points of the system are; what the forms are; the work to be done in each form; the tests for passing from one form to another; the steadily progressive character of the work in each branch; the necessary records to be kept, etc.

2. To cause the understanding that the course of study is adapted to the needs of the child in the different stages of his development, and to his necessities as a future citizen.

3. The methods of teaching to be employed in each form and in each subject.

(a) General Methods, to-wit:

Primary,	secondary;
Objective,	subjective;
Synthetic,	analytic;
Inductive,	deductive.

(b) Special or Individual Methods.

For the work to be done in methods, both oral and text-book instruction are to be relied upon. As a suitable manual for the text-book work, Swett's "Methods of Teaching," the second and third parts, is recommended. In addition to and in connection with this text-book work, the teacher should give illustrative class exercises upon various topics in the different branches under the different forms. These exercises should be the very best and most nearly artistic of which the teacher is capable, the object being to practically exemplify good methods and thereby awaken better ideals and nobler aspirations.

These exercises will also afford an opportunity for a more or less elaborate and thorough review of the common branches, dependent upon the time at command; in other words a re-examination of these topics from the standpoint of the teacher.

Also, in connection with the study of methods, if discreetly managed there should be observation made in the primary and intermediate departments of the schools with which the pupils are connected. These observations should be directed by the teacher of methods, and a report required as to excellency of methods observed.

The following topics of school economy should also be talked over in an informal and helpful manner: The heating and ventilation of school-room; the organization of the school; making a programme; the purposes of the recitation; how to get pupils to study and to guide them in it; management and discipline.

The following topics of school law should be presented in a similar manner:

1. Magnitude of the school interest as a *business*.
2. Means of preparation of teachers.
3. Legal qualifications of teachers.
4. District school board; what officers constitute; legal action of; powers; contracts.

5. The reading of some suitable, standard educational literature should be required of the class.

R. GRAHAM,
J. Q EMERY,
Committee.

SELECTED.

SUGGESTIONS ON THE ORGANIZATION OF SCHOOLS.

Supt. Charles J. Conner, of Buena Vista County, Iowa, makes the following valuable suggestions, in a circular issued to his teachers. We print them for the benefit of our readers:

1. Find out as nearly as possible what has been done by your predecessor. By means of examinations, oral or written, classify the pupils. Be sure to have every scholar in one of the five divisions. If absolutely necessary, have a class of "irregulars," but know where *every student is and have definite work for him.*

2. Do not be too sure that the pupils have not done thorough work as far as they have gone. They are often timid at first with a new teacher and fail to show what they actually know. Remember, it is easy to forget. A few carefully planned review lessons will doubtless be necessary to bring the classes to the standing they merited at the close of last term. Perhaps this work can be reached incidentally. See by all means that the term's work is one of advancement.

3. Have first organization temporary. Let it be thoroughly understood that there may be occasion to promote or demote. If mistakes have been made rectify them promptly, but wait until it is certain that they are mistakes.

4. Seat pupils by divisions when practicable. The little folks especially appreciate advancement by change from Primary to Middle division. There is something tangible about this advancement that they understand.

5. Have as few classes as will at all meet the demands of the school. Twenty recitations per day should be the very outside limit. No teacher can do justice to more, especially if the classes are large. Sometimes the teacher is compelled to hear more. Do

thorough work at all hazards. Alternate one or two of the advanced classes if necessary. A careful study of the work will often enable the teacher to combine classes by planning a little extra work for the brightest members. Too much care cannot be exercised in the organization of the school.

Teach the English language. I wish to emphasize this. Reading (and kindred branches studied in learning to read, write and spell good English) and Arithmetic are basal branches in our country school work. The "Three R's" are still at high premium and should be. Arithmetic will readily command attention. More trouble will arise presenting English. Make special effort here. Avoid teaching nothing but *rules and diagrams*. To learn to use the English language we must READ IT, WRITE IT, SPEAK IT. Do this work whether they finish books or not.

Abstracts should be prepared from time to time with great care. The teacher should select some interesting story or incident (not too long), read it to the class or school and question them upon it thoroughly, so that each one shall be able to recall all the principal points. The pupils should then be required to write the story in their own language, using scratch books or common writing paper. Before copying, the pupils should carefully revise the work, correcting all mis-spelled words, observing that capitals and punctuation marks are properly used and that the work is properly paragraphed. When this is done the abstract should be copied upon paper of uniform size. Too much care cannot be taken with this work, for if it is properly followed it will produce great results in the development of language. These also show the pupil's standing.

As helps in language, let the teacher write down all incorrect expressions used in school and give them to the pupils once a week, or, better still, let the pupils pick up incorrect expressions and correct them. We learn to do by doing. Also make skeletons of stories and let the pupils combine the words.

When a class has finished any topic, as Multiplication, Decimals, Percentage, etc., place questions upon the blackboard and give the class a written review of the topic, requiring them to write first upon slates or scratch books, after which the work may be copied upon the paper prepared for this purpose, following the directions for abstracts.

The arrangement of the work on the paper, the penmanship, spacing, etc., should be done in the neatest possible manner. These papers, properly signed, should be handed to the teacher for safe keeping. This should be repeated at intervals during the term. The result will be a fine display of Arithmetic work.

The directions given for Arithmetic will apply to History and Geography; however, I will submit the following outlines for a country or state:

1. Position. 2. Size. 3. Surface—(*a*) land, (*b*) water. 4.. Climate. 5. Productions—(*a*) animal, (*b*) vegetable, (*c*) mineral. 6. Inhabitants. 7. Occupations. 8. Government.

OUTLINE FOR ADMINISTRATIONS:—1. Time. 2. President. 3. Vice-President. 4. Political parties. 5. Events. 6. Presidential campaign—(*a*) candidates, (*b*) issues.

Spelling should form a part of every recitation. Ten words are enough for any lesson. Let the words be written, defined and used in sentences.

Each school must have good work done in English Language, Arithmetic, Spelling and Writing. To fail here is to fail utterly. Do not underrate other branches, but teach the above thoroughly. SIMPLY HEARING A RECITATION IS NOT TEACHING.

Teachers cannot do themselves or their pupils justice by letting things go at "loose ends." Study every lesson until you are enthusiastic over it. The pupils will catch your spirit. Work with them. Do not tell them that you will look up answers to their questions and will tell them to-morrow, but work with and show them how to work. Encourage investigation. Do not let the pupils take up the higher branches (History, Physiology etc.,) too soon. They cannot understand the language used and only waste time. Do good, thorough work.

HOW THE POWER OF ATTENTION CAN BE CULTIVATED.

1. Have pupils observe objects closely.
2. Require them always to study with close attention.
3. Read long sentences and have pupils write them.

4. Read quite long combinations in mental arithmethic, and have pupils repeat them.

4. Mathematical studies are especially valuable in cultivating the power of attention.

The following suggestions are made to aid a teacher in securing the attention of his pupils:

1. Manifest an interest in the subject you are teaching.
2. Be clear in your thought, and ready in your expression.
3. Speak in a natural tone, with variety and flexibility of voice.
4. Let your position before the class be usually a standing one.
5. Teach without a book as far as possible.
6. Assign subjects promiscuously, when necessary.
7. Use the concrete method of instruction, when possible.
8. Vary your methods, as variety is attractive to children.
9. Determine to secure their attention at all hazards.—EDWARD BROOKS.

DEFECTS IN LANGUAGE INSTRUCTION.

A liberal mastery of one's native language involves two things: first, power to use it effectively as the instrument of self-expression; second, an understanding through it of the universal forms of verbal communication. Such a mastery of English is a life-work. No mere course of instruction, however excellent, ending with the school period, can be expected to confer this large command of language. This can come only with a life's endeavor. It is a growth in the individual, and will no more than keep pace with the general unfolding and development of his powers in all directions. We are apt to judge the language-work of the public schools by standards which we ourselves have acquired after many years' observation, study and practice have added to the language-power given by the school. It is quite possible that more is demanded than the school, in the nature of the case, can give. A course of elementary instruction ending in the majority of instances before the pupil is mature enough to study reflectively, can reasonably be held to do little more than give a knowledge of elements and arouse the language sense or spirit.

Yet, after the most liberal allowance for these facts, it can hardly

be claimed that the language instruction of the public schools results in either a reasonable knowledge of the elements of English, or what is termed above, the language spirit; that is, a disposition and a desire to acquire power in the art of expression, and a taste for the literary products which the language holds. It must be admitted that the schools fail in too large a degree to accomplish these results. There is no disguising the fact that the pupils of the public schools come forth comparatively undisciplined in the use of English. They mispronounce and misspell many of the familiar words seen and heard almost every day. Many of the simple sentence-constructions are frequently violated — incorrect person, number, and tense-forms of the verb, errors in the case-forms of pronoun, and the like. They are unable to construct the simple forms of discourse correctly, are incapable of reading intelligently current literature, and are possessed of little discrimination and taste in the choice of books. In a word, the school fails to confer the degree of language-power it ought to be made to give.

That these things are due to defects in our instruction in English, at least in considerable degree, is generally admitted by those who have given the subject serious attention. These leading defects may be summarized as follows:

First. In the study of grammar not sufficient attention is given to those parts of the subject which underlie correct forms. Grammatical errors consist largely in the use of incorrect case-forms of verbs, especially irregular verbs; and in the misuse of adjective and adverbial elements. These and like divisions of grammar should receive a more thorough study, and the parts bearing little direct relation to correct sentence-construction, however useful in the disciplinary view, receive less thorough drills.

Second. Books are studied instead of subjects. The book treats of the subject, and is useful as a means only. It is a convenience or even a necessity, but it supposes an intelligent teacher between it and the pupil. Too little effort is directed to making language-forms the expression of the pupil's own living thought about real things. The sentence as it appears to the eye on the page is lifeless, if the pupil is not led to see what he himself would mean by it if used by him.

Third. The attempt to study grammar as a science at an age when

only facts of imagination and simple understanding can be grasped. Scientific study of the sentence is impossible below the high-school or the last year in the grades.

Fourth. Too much time is given to the study of sentences that express only fragmentary or isolated thoughts. The elements of language are meaningless and uninteresting. The remedy for this is to substitute for the unconnected exercises of the grammar, extracts from our literature that are complete in themselves. Make this whole in thought the subject of study, and the individual sentences that are built together in orderly arrangement to express parts of this. This is the use which the pupil is to make of the sentence when he leaves the school.

Fifth. Too much of the language work is analytic, not enough is constructive. The immature mind is averse to this process. It is interested in construction. Greater advantage should be taken of this tendency, by having in the school daily exercises in the building of simple discourse. All the simple matter-of-fact and imaginative forms of discourse can be taught below the high-school, and even in the early years of the child's school-life, if only they are made simple exercises in doing, and not scientific discussions of processes and principles.—[W. W. PARSONS, in *Ind. Jour.*

SOME WAYS TO ELEVATE THE TEACHER'S PROFESSION.

BY HOMER B. SPRAGUE, PH. D.

I. We should, perhaps, reverence more highly our calling. We should be more keenly alive to the fact that the most vital interest of any community is the right education of the young; that the greatest service that can be rendered to a child is to train him up in the way he should go; and that the five or six hours a day in school give the instructor a greater opportunity than the minister, or even the average parent possess.

II. Teachers should make themselves more worthy of respect, fitting themselves with the utmost care and with endless painstaking for their work. This involves, among other things, a higher standard than now of the following requisites:

a. General intelligence on the part of the instructor. Something of everything, or, at least, something of many branches of knowledge, he should know. Therewith should come greater breadth and a better perspective.

b. A clear conception and steady view of the results to be aimed at in the training of a child.

c. Mastery of the special subjects taught. On every side the teacher should stand on a vantage ground, able to construct, offhand, from his own brain, a sufficient text-book, and able, like the best German instructors, to dispense with text-book altogether during recitations.

d. Skill in conducting class exercises. This involves tact, quickness, avoidance of errors, daily planing, daily study by the teacher. For ten, twenty , or even thirty years, the best lawyer, clergyman or physician is growing more expert. It must be so with the true teacher; every school performance by him should be a work of art, adding new skill, and revealing more and more the hand of a master-workman.

e. A hearty love of children, and an intense delight in seeing them grow day by day in grace, in knowledge and in strength. Without this love and joy, this great condition and rich reward of success, the teacher has mistaken his calling. With them, however lofty the ideal, there will be no impatience toward the weak and erring; no sarcasm in his wit, no ridicule in his humor; cheerfulness, courage, and hope will rise into inspiration.

f. Health of body and of soul on the part of the teacher, in order that there may be tenderness without morbidness, firmness without undue severity in dealing with the pupil. Religious consecration, taking hold of every fibre of the teacher's nature, is the indispensable basis.

III. In aid of this self improvement the literature of the profession should be in the instructor's hands and on his library shelves. The works on education, now within reach, are already rich in the fruitage of deep thought and wide experience. Some of the educational newspapers and magazines are valuable. They cannot be neglected without loss. The work that is going on in school and college, the successes and failures of the many experiments that have been tried, the biographies and sytems of the

great educators, ought to be in some good measure known to every teacher of long experience.

IV. Teachers should regard their occupation not as collateral, incidental or temporary, but as central and permanent; not as a convenience or a stepping-stone, but as a life-work.

V. They ought to combine for mutual improvement, mutual cheer and mutual aid. Teachers' clubs; town, county, state, national associations; teachers' insurance companies; the American Institute of Instruction; such organizations should be fostered, their membership increased, their meetings attended and made more useful. In all proper ways an *esprit de corps*, earnest, yet never degenerating into clannishness, should be promoted. Teachers, above all other men, need to look each other in the face and see how strong they are if they will but pull altogether. To hold one's self aloof from these gatherings, to be a sort of *idiotes*, argues conceit or selfishness, or ignorance sadly at variance with the essential spirit of the profession.

VI. Teachers should be alive to their social and civil duties, and disposed, modestly, yet bravely, to maintain their rights; not afraid to take sides on any question that divides the community; having an opinion and ready to maintain it, a vote and ready to cast it. There is hardly a more pitiable spectacle than a teacher too stupid to know, or too selfish to care for, or too cowardly to assert the just claims of his country, his party or his religion. Here should come a quiet but sleepless vigilance, industry and adroitness in elevating public sentiment on school matters, in securing the best men as members of school committees, and in shaping school legislation so as to honor God and bless mankind.

VII. Akin to the preceding, teachers should cherish such a high sense of honor as will not submit tamely to unjust aspersions upon their profession, nor to unfair treatment of any of their number by those in authority over them. It may not at all times be wise to speak out; but when their vocation, or their fraternity, or any one of their number, is publicly slighted, or disparaged, or wronged,—whenever action is taken that appears to be based upon the theory that teachers, as a class, are untrustworthy or incompetent, or pachydermatous,—they should somehow make the perpetrators feel that this thing is not to be done with impunity, and make the

public aware of their indignation. Through the newspaper press, or through some high-minded official, or by resolutions published to the world, or otherwise, according to circumstances, the professional honor and rights should be vindicated.—*N. E. Jour. of Education.*

TRAIN THE BOYS FOR BUSINESS.

There is one element in the home instruction of boys to which too little attention has been given; and that is the cultivation of habits of punctuality, system, order and responsibility.

In many households boys' lives between twelve and seventeen years are generally the calmest of their existence. Up in the morning just in season for breakfast; nothing to do but to start off early enough not to be late; looking upon an errand as taking so much time and memory from enjoyment; little thought of personal appearance except when reminded by mother to "spruce up" a little; finding his wardrobe always where mother puts it; in fact, having nothing to do but enjoy himself. Thus his life goes on until school ends. Then he is ready for business. Vain thought! At this point he, perhaps, meets with his first great struggle. Many times during our business experience have we witnessed failures caused by the absence of thorough home discipline. How the boy without this great advantage fails is thus described by the *Scientific American:*

He goes into an office where everything is system, order, precision. He is expected to keep things neat and orderly, sometimes kindle fires, or do errands,—in short, to become a part of a nicely regulated machine, where everything moves in systematic grooves, and each one is responsible for correctness in his department, and where, in place of ministers to his comfort, he finds taskmasters, more or less lenient to be sure, and everything in marked contrast to his previous life. In many instances the change is too great. Errors become very numerous; blunders, overlooked at first, get to be a matter of serious moment; then patience is overtasked, and the boy is told his services are no longer needed. This is the first blow, and sometimes he never rallies from it. Then comes the surprise to the parents, who too often never know the real cause, nor where they have failed in the training of their children.

What is wanted, is for every boy to have something special to do; to have some duty at a definite hour, and to learn to watch for that time to come; to be answerable for a certain portion of the routine of the household; to be trained to anticipate the time when he may enter the ranks of business, and to be fortified with habits of energy, accuracy, and application, often of more importance than superficial book learning.—*Racine Advocate.*

NEED OF BETTER TEACHERS.

That the highest results attainable in our public schools may be reached, we need more competent teachers. The possibilities wrapped up in a child are too great, to leave the developing and strengthening of its faculties to chance, or to the inexperienced and superficial in matters of education. The state owes it to herself to see to it, that the unfolding of the minds and moulding of the character of her children be intrusted to skillful hands; and not to the unskillful and thoughtless. The people should realize, in fact we all should realize, and urge it as a truth that cannot be gainsaid, that it is infinitely wiser, and much more economical, to be taxed to train teachers for the profession of teaching, than to spend money every few years for text-books.

Some months ago, while on a visit east, I had the pleasure of visiting the Boys' High School of one of our eastern cities. I was impressed with the manly bearing of the pupils and the earnest and enthusiastic manner in which they engaged in their work. Every one seemed inspired with a desire to acquire some new, higher knowledge. Somehow the very atmosphere seemed to impress one with the fact that there was thorough training in that school. In conversation with the broad and cultured principal, he said: "Mr. Jacobs, we do not attempt to teach everything here, but we aim to teach some important things well. We aim to fix firmly in the minds of these pupils some leading truths of the subjects they are studying, and the rest will take care of themselves. We are teaching," he continued, "upon the gospel of wonder. When we have aroused a spirit of wonder in these boys, and got them interested in their studies, and to wonder at the truths presented; when they get interested in the wonders of the heavens above and the earth

beneath, and then wonder at themselves, we think we have made excellent progress in the course of their education, and in preparing them for future usefulness." He said more. "We have been in this building," he remarked, "now seven years. You see the surroundings. I have not seen, in all that time, a scratch or mark of any kind about this school, that would indicate an impure thought on the part of any one of the pupils. I do not speak of this to boast of it. I know what boys are. I only give you the facts." Who can estimate the value to any community of the teacher, who can exercise such moral influence over more than a hundred boys, who come, each year, from all grades of society in one of our large cities.

EDITORIAL.

THE GREAT MEETING AT MADISON.

So long a time has elapsed since the meeting of the National Educational Association at Madison, and the daily and weekly press of the state has given so full account of it, and commented so freely editorially upon the matter, that the readers of the JOURNAL will not expect us to fill our pages with details of the proceedings. They will, however, expect to find some mention of the great gathering.

It was, indeed, a great convention. The most sanguine expectations of the promotors of the meeting were fully realized. There are, of course, no possible means of determining with accuracy the number in attendance; but these facts remain: twenty-five hundred annual memberships were taken during the week; a large number of life and annual members previously enrolled were present; a large number bought excursion tickets upon some lines of railways which did not require them to be stamped by the Association to make them good for return, and a good many of these who were present did not pay the fee and join the Association. Probably not less than five thousand people were in attendance quite constantly, and perhaps nearly as many more were transiently in the city on account of the meeting. The weather being exceptionally cool and pleasant, comparatively little discomfort was experienced by the vast throng which crowded every meeting, filled the corridors and rotunda of the capitol, all the new wing devoted to the exhibit, and overflowed into the capitol park, upon the lakes, and to the dells of the Wisconsin, and other resorts not far from the city.

Financially, the results were equally gratifying. The National Association for some years has been struggling with the effort to promote interest in, secure at-

tention to, and disseminate information concerning the facts, fundamental principles, and essential practical features relating to public education, with very limited means wherewith to meet expenses. A few leading and generous members have annually contributed largely of personal means to pay the balances. At the close of the meeting last year at Saratoga the Association was six hundred dollars in debt. At the close of the meeting in Madison this year the Association pays up all debts and expenses, and leaves with four or five thousand dollars in its treasury for an endowment fund. That tells the story of financial result.

The social features and spirit were admirable. There appeared to be a strong determination to get acquainted one with another; the delegations from several states wore badges indicating the locality from whence they came, and the National Association furnished badges as far as practicable to all members. These served as a sort of introduction, Ease and absence of reserve were noticeable, as well as a most commendable taste and propriety in dress and manners, without attempt at display or ostentation. It was a company of thoroughly earnest, thoughtful, intelligent people, with definite purposes, in which each recognized in every other the counterpart of himself.

The direct association work was of great variety, and interest, and of very high character. The men and women who presented papers and participated in the discussions, were in the main persons of distinguished ability, wide reputation, and high character. By no means in entire agreement upon many of the great problems of public education, the great purpose seemed to animate all to so clearly and fully present the view entertained that the public can make just comparisons and discriminations, and form right conclusions. Almost every phase of public instruction received consideration. The problem at the south was exhibited more completely than ever before; no more effective, popular, or able addresses on this subject were given, than those by representatives of the colored people, and they spoke from the same platform with the representatives of the other extreme of southern society.

The Indian question was presented both by laborers among the Indians in their homes, and in the schools where they are gathered for instruction and civilization. The presence of a class of sixteen from the Santee Agency school, Nebraska, added greatly to the interest of the discussion of the needs and possibilities of that race.

The simultaneous meeting of the Froebel Institute called out in force the friends and champions of the kindergarten; and the principles and philosophy of that system, and its relation to the public schools, as well as its educative value, were discussed with great ability and vigor.

Elementary education, art education, and normal school work each received due attention, and called forth papers and discussions that were instructive, inspiring and helpful.

Perhaps no subject elicited greater interest, or provoked sharper and more critical debate, than that of industrial or manual training in public schools. Several gentlemen participating in the debate on that subject, have had long

experience in technical schools, wide observation in American and foreign schools, or have made the subject of education a matter of study, investigation and thought, from the stand-point of the psychologist, physiologist or citizen, and are very wide apart in their views on the subject. The sharp challenge of every fact presented, of every position assumed, and of every deduction from experiment, made the meetings on this subject instructive, entertaining, and profitable in the highest degree. Occasion may occur to refer to this matter hereafter.

The exhibition of school products, and school work, although not an integral part of the Association, was a large, attractive, and interesting feature of the occasion.

As a matter of course the partisans of industrial education and manual training were on hand in force, and certainly made a most impressive exhibit. Schools in every part of the country were represented by handiwork, and specimens ranging from a wooden hatchet to a steam-engine in actual operation were displayed. The work of girls as well as boys was shown, and the schools for feeble minded children, for the blind, and the deaf and dumb, of various states were included in those making displays. The department of drawing, free hand, industrial, inventive architectural and mechanical, was a marvelous revelation of possibilities in that direction, and the quiet but exceedingly great change that is going on in the public schools in relation to the matter. The exhibit by Ward & Howell, of Rochester, of cabinet specimens of minerals, precious stones, natural history, etc., aggregating a car load, was greatly admired. and the philosophical apparatus of Jas. W. Queen & Co., of Philadelphia, was nearly as large.

The display in connection with the Froebel Institute of the work of Kindergartens, attracted throngs constantly, and represented work in this department in institutions from Boston to San Francisco, and even from across the sea.

The readers of the JOURNAL can testify that in its pages very little was said in advance of this exhibit. The fact is, we had great fears that it might turn out to be a great collection of rubbish, of little interest or value educationally. We confess to a great and agreeable disappointment. The director, Hon. J. H. Smart, President of Purdue University, undertook the work independent of any responsibility to or by the National Association, and by his wise, untiring and persistent effort, aided by the efficient lieutenants called to his assistance, produced a display which commanded universal praise and admiration. Iowa and Indiana did grandly, as states, Minnesota following closely. Wisconsin ought to have learned something from these and other states. While our exhibit was not a failure, it was altogether too meagre, in view of the fact that this display was made within our own borders. Milwaukee did well, and so did La Crosse; in various parts of the building there were isolated and separate exhibits from the state, but not being massed and concentrated, it failed to impress as otherwise it would have done.

Altogether, the gathering was one long to be remembered. Teachers and workers from every portion of this great country have stood face to face, touched

elbow to elbow, as they formed along the lines of mutual interest and co-operative effort. The inspiration given and received cannot be overestimated in its value. Henceforth no one present can go about his work without a consciousness of being surrounded by a great cloud of witnesses, who will look for better work, more intelligent and discriminative application than was possible before, and of being supported by an army of earnest, able, high-minded men and women, engaged in the same calling.

If Wisconsin was not foremost among the states in the matter of an exhibit of school work, it certainly was far in advance of all other states in the cordiality with which it welcomed the Association, and aided in placing it upon a sound financial basis. In speaking of what Wisconsin ought to do in this direction, the Journal of January last said the state ought and could testify its good will and hospitality by a list of fifty life members. That is exactly what she did do. Moreover, more than one thousand teachers and school officers in the state came up to the capital in a body with personal welcome and good cheer, besides the unnumbered host from the vicinity who did not register, but who were only too glad to come for a day or two. No state has ever made so noble a record on such an occasion. Wisconsin has doubly fulfilled all assurances tendered in advance to the National Association, and may justly feel proud of the fact. And Madison, too, has covered itself with honor, and become the praise of all who were here. In some way, the impression has prevailed throughout the state and beyond that the capital city had no open, hospitable side toward teachers, and organizations for promoting the interests of education. But that impression has been forever dissipated. The cordial manner in which every house in the city was placed at the disposal of guests, the pains taken to promote the comfort and pleasure of the visitors, the tender of all the churches and public buildings for the use of the Association, have combined to produce the conviction that no city in the land could or would have done more to prove their friendliness and good will. Every person who made application for quarters to the committee on entertainment, was comfortably housed and fed, and many more could have been equally well provided for. Supt. Nagle thus writes of another feature:

The large state building was lighted by electricity while each of the gates to the broad walks leading to the capitol were arched by the gas jets in globes of red, white and blue. The park was illuminated by hundreds of Chinese lanterns and filled by a mass of people. All the buildings fronting the Park were garlanded with banners and made brilliant with lights. The night was mild, the air soft and "the firmament fretted with the golden fire" seemed to contribute specially to the grandeur of the occasion.

Before adjournment the Association by a unanimous rising vote, adopted the following resolutions:

Resolved, That this twenty-seventh annual meeting of the National Educational Association is without precedent in the number of persons in attendance, the number of state and territory school systems and institutions represented, the magnificent reception tendered, and the enthusiastic interest of all who have participated in it, and we, one and all, felicitate ourselves that it has been our happy fortune to witness this grand triumph of association effort.

Resolved, That this unparalleled success is chiefly due to the energy, devotion and organizing ability of Hon. T. W. Bicknell, the President of the Association, whose wise and comprehensive plans, enthusiastic and self-sacrificing efforts and directing hand have guided and inspired the great undertaking from its inception to its present triumphant close, and no formal words can properly express our thankful appreciation.

Resolved, That we also recognize the praiseworthy and successful labors of the treasurer, secretary, railroad secretaries, and other officers of the Association, who have so earnestly and wisely co-operated in all the efforts which have resulted so happily and successfully, and we would especially mention the efforts of Hon. J. H. Smart, the director of the exposition, and his able and faithful associates, who have made this department so attractive and instructive a feature of the meeting, and also to those who at great cost and labor have made their excellent displays of school products and appliances.

Resolved, That our thanks and gratitude are due his excellency Governor Rusk, and other state officers of Wisconsin, the mayor and other officers of the city, the state department of public instruction, the school officers of the city, the local committee of arrangements, and all others who in an official capacity, have contributed to the success of this meeting and the entertainment of its members; and, above all, we must record our regret that we cannot command words that adequately express our admiration of the public spirit, open-handed and large-hearted hospitality of the citizens of this beautiful lake-set city, culminating last evening in the governor's magnificent reception — an example in entertaining and honoring this association which has never been approached by any other city, and as we believe, will never be surpassed. We accept all this impressive demonstration of interest and honor as an expression of the deep and abiding interest which the people of this grand northwest feel in the great cause of public education — a demonstration of confidence and interest which more than offsets all the carping and unwise criticism of the public school in the last decade.

Resolved, that our hearty thanks are due and are hereby tendered the daily papers of Madison for their excellent report of our proceedings; to the agents of the press for their labors in disseminating these reports throughout the country; the churches for their open doors; the hotels and boarding houses for reduced rates; the railroad companies for liberal reduction of fare, and especially to those railroad officials who have so heartily co-operated with the officers of the association in disseminating information respecting this meeting; to the leader and members of Leuders' Orchestra and to Prof. F. A. Parker and the vocalists under his direction, for their excellent music; and finally, we thank everybody and everything that has borne a burden, put forth an effort, or made a contribution to this, the largest and most inspiring educational convention ever held on this globe.

ANNUAL MEETING OF THE WISCONSIN TEACHERS' ASSOCIATION.

The annual meeting of the Wisconsin Teachers' Association, which opened on Monday evening, July 14th, although somewhat overshadowed by the approaching meeting of the great National Association, and although abridged somewhat in the length of the session, was by no means devoid of interest, or without features of profit.

Monday evening was devoted exclusively to the lecture by Hon. B. G. Northrup, upon "The School and the Home," a scholarly and masterly analysis of these elements as forces in education and civilization.

On Tuesday morning, Pres. Stearns delivered the annual address, choosing for his theme "Elementary Education." This address is given in full in another part

of the JOURNAL, and by direction of the Association has been re-printed in pamphlet form for gratuitous distribution. We trust no teacher into whose hands it may come will fail to read, re-read and study this address. There will be found in it a very clear and strong presentation of the needs, purposes and methods of this branch of education,— a branch which comprises a very large proportion of all the instruction in nine-tenths of the public schools of the state. Let no one lay it aside because of its length; the thoughtful reader will find it altogether too short, in that one important section of elementary school work is not discussed at all, and will find no subject touched upon in any way too exhaustively treated.

Following the President's address, were brief addresses by former State Superintendents. Hon. A C. Barry, Hon. Lyman C. Draper, Hon. J. L. Pickard, Hon. J. S. McMynn, Hon. Samuel Fallows, and Hon. W. C. Whitford, each appeared, were greeted with warm appreciation, and spoke timely, appropriate and inspiring words of cheer, encouragement and helpfulness. Pres. Whitford, in summing up, gave an admirable resumé of the features and measures of each administration represented down to his own, showing steady and manifest advancement in every period of our state history, and giving generous credit to his predecessors for the good work each had been instrumental in inaugurating and promoting.

Prof. Albert Salisbury, for so many years an active and untiring worker in our Association, and now superintendent of the school work of the American Missionary Society, was warmly greeted and attentively listened to while he spoke of "School Systems in the South," and gave some of his observations and experiences in his new field of labor. There is manifestly a wide-spread interest in this southern educational, or, rather, illiteracy problem, and all who touched upon it, any phase of it, in any of the meetings of the week, commanded large and attentive audiences.

In the afternoon the report of the committee on Professional Instruction in High Schools was presented by State Supt. Graham, and elicited quite a spirited discussion. While there appeared to be great unanimity in the opinion that some outline of professional instruction is desirable and needful, considerable reluctance was developed to commitment to any scheme without more consideration than there was time to give to it at this meeting. An effort was made to defer final action until the winter meeting, but the majority was in favor of indorsing a plan of work now, and the report was adopted. We print it in full elsewhere.

The Association adopted a resolution favoring the resuscitation of the law giving state aid to maintain school district libraries, as advocated by ex-Supt. Draper; elected Supt. R. W. Burton, of Janesville, President; re-elected C. H. Keyes, River Falls, Secretary, and T. B. Pray, Whitewater, Treasurer. The attendance was large, many strangers being already in the city to attend the other educational meetings, and the proceedings were well calculated to favorably impress our visitors with the work and methods of the Wisconsin Teachers' Association.

INSTITUTE CONDUCTORS' MEETING.

The meeting of the Institute Conductors was held, as notified, opening July 11th, by a lecture by Prof. W. H. Payne, of Ann Arbor, upon "The Purpose and Methods of the Institute." The lecture was from the standpoint of the theorist, and the practical conductor of the Institute, and fully confirmed the conclusion reached by experience in Wisconsin.

On Saturday morning the convention discussed "The function of the Institute at the present stage of the work in Wisconsin." No difference of opinion was developed regarding the wisdom of continuing the work based on the manual of the course of study for ungraded schools. The only questions eliciting difference of opinion were, Methods adapted to Institute work, and the syllabus of work for 1884–5. These topics brought the purpose and aims of institute work to the front. The debates were sharp, and the positions of workers were criticised and challenged with vigor. The conclusions were that the circular for the present year should indicate some topics in reading and geography, selected from third form work, and the general subject of drawing, for academic work, together with the report of the Committee on Moral Training in Public Schools, and a selection of Educational Maxims, as the basis of the work under Theory and Art of Teaching. The Circular has already been issued and sent to conductors and county superintendents. The number of county superintendents present was small, and this fact is much to be regretted. Only by meeting and participating in the discussions of these meetings can the best understanding and co-operation be secured. Doubtless the purpose to attend meetings held subsequently accounts somewhat for the small number present. The meeting closed by a lecture in the afternoon on Reading, by Prof. G. Stanley Hall, of Johns Hopkins University, who made a very happy impression upon all who heard him, upon this and subsequent occasions. After the lecture, having invited questions, Prof. Hall gave a brief conversational comment upon books deemed helpful for teachers to read, outlining in just what way they would be helpful, and thus putting readers on the track, as it were, for what to hunt, in the books mentioned. The exercise was exceedingly interesting, and highly enjoyed by a large number who came in to hear the lecture.

NOT a few teachers of Wisconsin have been carried to Dakota by the "tide of emigration;" from many of these we have heard, and are always pleased to learn they are taking "leading" positions in the industrial and educational enterprises of the territory. One of these has so frankly unbosomed his confidence in a recent letter that we are disposed to share it with the readers of the JOURNAL, and so give it to them entire, suppressing names and dates. Here it is:

STATE SUPT. OF PUB. INSTRUCT. OF WIS.:

Respected Sir: — Please state to me the price of a copy of the school laws of Wisconsin. I am very desirous to have one. Have already inquired of Mr. —— ——, Supt. of —— Co., who informed me of his having no copy on hand, and stated that I might write to the State Supt. of Wis. who would be kind enough to answer me.

Please have the kindness to inform me about the branches and requisite standing for the first, 2nd and third grade certificate, also would you be so friendly as to procure a copy of the school laws if it is in your feasibility of doing so without much trouble.

I lived in Wisconsin, passed Teachers Examination, received 3d Grade Certif., (my Principal said I had a good standing), but *3d Grade Certif.* was too low in my judgment. Poverty impeded my further advancement; was carried by the tide of emigration to D. T. where my livelihood depended upon the works of my hands on farm until recently. I am leading a *distric school* now, and the incubus of academic propensities devolved heavily upon me again. I am very, very desirous for further advancement, but my poverty prevents my direct intercourse with colleges. I planned the access to the Wisconsin University or to some Normal School.

I am a poor boy, yet begging is to humiliating for me; but I hope that an urbane gentleman of rectitude and integrity will give ear to the blunt and unmasked words that flow from a heart convulsed by natural ardor of youth.

Sir, flattering is abhorred by every true gentleman, but let me express in full candor that I am Respectfully yours,

—— ——.

(P. S.—I beg for a speedy reply.)

PROF. W. H. BEACH, who has for several years been principal of the high school at Beloit, has been elected by the school board of the city of Madison, to succeed Prof. S. Shaw, as superintendent of schools, and principal of the high school. No man in the state, perhaps, is better fitted by natural ability, taste, experience and training for the peculiar work demanded of the head of the schools in the city of Madison. While not oblivious to the demands in other directions, it naturally falls to the high school to do a good deal of work in the line of preparing pupils for entrance to the University in more than one of the courses of that institution. Mr. Beach is now in the full vigor of manhood, being about forty-nine years of age, an excellent classical scholar, with taste for scientific study, an admirable teacher, helpful, inspiring, and critical as a superintendent, full of that enthusiasm that comes from conscious delight in intellectual and moral growth, and that impresses a desire and purpose to excel upon a community of teachers and pupils. We think the board have made no mistake. If sustained and encouraged to do his best, we predict a long and successful and useful career for the new superintendent in the capital city.

AT the examination of candidates for state certificates, held in Madison, July 10–13, 1884, twenty-two persons were present, three females and nineteen males. The Board of Examiners recommended that limited certificates be issued to the following: John Moeller, Manitowoc; H. L. Terry, Lake Mills; Henrietta Solberg, Manitowoc; James Burke, Cato; J. L. Sherron, Albany; J. B. Logue, Richland Center.

THE School Board of Black River Falls have secured as principal of the city schools for the coming year Prof. C. R. Long, of Zanesville, Ohio, a gentleman of quite extensive experience in his profession, with an excellent reputation for effective work.

MISS HELEN E. BATEMAN, so long connected with the Oshkosh Normal School as teacher of English language and literature, resigns to take a position in the German-English Academy, Milwaukee. Miss Sadie F. Burr, of the Platteville School, resigns on account of ill health. Miss Agnes Persons, of the Whitewater School, and Miss Edith Avery, of the River Falls School, resign, and take up housekeeping. Miss Zylphia S. Hubbard, principal of the grammar grade in the model school at River Falls, resigns to go into a normal school in Nebraska, with a former principal.

INSTITUTES.

SUMMER AND FALL OF 1884.

COUNTY.	PLACE.	W'KS.	TIME.	CONDUCTORS.
First District.				
Marathon	Wausau	One	Aug. 4.	W. C. Sawyer.
Winnebago	Oshkosh	One	Aug. 4.	L. W. Briggs.
Brown	De Pere	Two	Aug. 11.	W. C. Sawyer, L. W. Haber.
Lincoln	Merrill	One	Aug. 11.	L. W. Briggs.
Oconto	Oconto	Two.	Aug. 11.	C. A. Burlew, W. J. Desmond.
Waupaca	New London	Two	Aug. 18	L. W. Briggs.
Door	Sturgeon Bay	Two	Aug 18	Ed. McLoughlin, A. Burch.
Marinette	Marinette	One	Aug. 25.	E. Auerswald.
Manitowoc	Manitowoc	One.	Aug. 25.	J. B. Thayer.
Calumet	Chilton	Two.	Sept. 1.	Ed. McLoughlin.
Shawano	Shawano	Two.	Sept. 15.	A. F. North, Miss M. Conklin.
Green Lake	Princeton	One	Sept. 15	W. C. Sawyer.
Kewaunee	Kewaunee	Two	Sept. 22.	W. C. Sawyer.
Second District.				
Kenosha	Wilmot	Two	Aug. 11	J. Q. Emery, A. W. Smith.
Walworth	Elkhorn	One	Aug. 11.	H. D. Maxson.
Racine	Union Grove	Two.	Aug. 18.	H. D. Maxson, Miss M. Mizelle.
Ozaukee	Cedarburg	Two	Aug. 18	S. A. Hooper, Chas. L. u.
Washington	Hartford	Two	Aug. 18.	I. N. Stewart, J. M. Turner.
Dodge	Beaver Dam	One	Aug. 25.	J. Q. Emery, Etta Carle.
Milwaukee	Wauwatosa	One	Aug. 25.	T. B. Pray, L. Funk.
Rock, 2d dist.	Milton	One	Sept. 1.	H. D. Maxson.
Sheboygan	Plymouth	Two	Sept. 1.	L. D. Harvey, W. J. Brier.
Marquette	Montello	Two	Sept. 8.	H. D. Maxson, D. W. McNamara.
Third District.				
Grant	Boscobel	Two	Aug. 4.	A. J. Hutton, Etta Carle.
Grant	Potosi	Two	Aug. 11	C. H. Nye, Etta Carle.
Richland	Richland Center	Two	Aug. 11	A. J. Hutton, H. R. Smith.
Iowa	Dodgeville	One	Aug. 18.	T. B. Pray, J. H. Terry.
Crawford	Wauzeka	Two	Aug. 25.	N. C. Twining, I. M. Buell.
Juneau	New Lisbon	One	Aug. 25.	J. T. Lunn, W. J. Brier.
Sauk	Reedsburg	Two	Sept. 1	A. J. Hutton
Vernon	Viroqua	Two	Sept. 1.	C. Smith, G. E. Cabinis.
Columbia	Rio	Two	Sept. 15	A. J. Hutton, T. J. Lunn.
Juneau	Lyndon	One	Sept. 29.	A. Hutton.
Adams	White Creek	Two	Oct. 13	A. J. Hutton.
Fourth District.				
Clark	Greenwood	One	Aug. 4.	J. B. Thayer.
Pepin	Durand	One	Aug. 11.	J. B. Thayer, H. M. Mahon.
Eau Claire	Eau Claire	One.	Aug. 18.	J. B. Thayer, M. S. Frawley.
Jackson	Black River Falls	Two	Sept. 1.	A. F. North, Miss M. Conklin.
Trempealeau	Whitehall	Two.	Aug. 18.	W. E. Baker, D. Schuler.
Pierce	Ellsworth	Two	Aug. 25.	W. C. Sawyer.
Buffalo	Alma	One.	Sept. 1	W. E. Barker.
Dunn	Menomonie	Two.	Sept. 1.	J. B. Thayer, Etta Carle.
Chippewa	Bloomer	One.	Sept. 8.	W. C. Sawyer.
Polk	Osceola Mills	One.	Sept. 15.	J. B. Thayer.

MADISON, WIS., July 21, 1884.

THE *West Bend Times* says:

Hartford south side school district, by vote, puts its school under the free high school system. A sensible move, and one that ought to be followed by many districts in the county. Hartford could have done better than that, however; the two districts of the city ought to be consolidated, and the change would be worth hundreds of dollars every year to the people.

The city of Edgerton, Rock county, has, we believe, also voted to establish a free high school, and employed C. W. Du Mont as principal.

CHANGES have been made in the course of study at Yale, which, while not carried so far as those made at Harvard, leave only two required studies each term in the junior year, and only one in the senior year. Seven hours a week are prescribed in the junior, and three in the senior year; juniors. therefore, elect eight and seniors twelve hours each week.

The Popular Science Monthly for August contains two striking articles on the future of religion. The first, "The Ghost of Religion," is by Frederic Harrison, and is an attack on Mr. Spencer's "Unknowable," and the second, "Retrogressive Religion," is Mr. Spencer's reply. Grant Allen's "Hickory Nuts and Butternuts," Dr. C. C. Abbott's "Some Rambles of a Naturalist," and M. J. Fischer's "My Monkeys," may be equally well described as lively or amusing essays, or as scientific articles, for they are both; and Dr. Peale's "The World's Geyser-Regions," with several full-page illustrations, is also readable, scientific and instructive. Mr. Frederick G. Mather's "Salt Deposits of Western New York" deals principally with the salt wells of Warsaw, Wyoming county. Prof. David S. Jordan contributes a sketch of Don Felipe Poey, the distinguished Cuban ichthyologist.

THE Midsummer holiday number of *The Century* for August is unusually attractive in its illustrations and contents. The latter includes a fresh paper by John Burroughs, "A Glance at British Wild Flowers;" a "Summer Holinight" meditation, Miss Edith M. Thomas; an essay by Edward Eggleston on "Americans at Play;" sketches of "Chinese Gordon" and the Queen of Roumania; an anecdotal paper on Gen. Sam Houston, by Alexander Hynds. Isaac L. Rice points out some "Work for a Constitutional Convention;" he would have the cabinet members sit in congress and be responsible to the country for the inception of legislative work and the execution of the law of the land. Dr. Washington Gladden treats of "Three Dangers to Society," meaning intemperance, divorce and business gambling. There is also an abundance of fiction and poetry for light summer reading.

THE frontispiece in *St. Nicholas* for August is "An Interview with the Central Park Sheep," and the opening paper is a bright description of Old Shep. and the Central Park sheep by Franklin H. North.

NOTES.

BOSTON'S scholars cost her last year, per head, $39.57 in the high school, $28.42 in the grammar and $18.53 in the primary departments.

THE Pennsylvania legislature passed an act for the establishment of evening schools wherever the parents of twenty pupils desire such a school. These schools must be kept four months if the number of pupils does not fall below an average daily attendance of fifteen pupils. They are supported and kept open precisely as the public schools are. Two contiguous districts may unite to establish an evening school. The governor approved the act, and it is now in force.

THE state of California has made some admirable points in its school code. All schools must be taught in the English language. Industrial drawing, book-keeping, physiology and music are compulsory studies. No pupil under eight years of age must be kept in school more than four hours a day. In graded schools beginners shall be taught for the first two years by teachers with at least four years' experience, who draw first grade salaries, and every teacher must be at least eighteen years old. Instruction in the personal, industrious and civil virtues is demanded, with a special emphasis on the "rights, duties and dignity of American citizenship." District libraries are supported by the state. Text-books are purchased by the state board of education, by contract with publishers. Women are eligible to all educational offices within the state, and receive equal compensation with male teacher for similar services.

"ONE of the most valuable exercises for a class of almost any grade, as soon as it has learned to write, is copying from any interesting book or paper. It teaches writing, spelling, punctuation, words, and construction of sentences, all at the same time, besides cultivating accuracy and quickness of observation, and a taste for reading. Do not continue the exercise to weariness, and do not try to keep the writers together. Let each one write as much as he can write carefully in the time. Select short stories, anecdotes, bits of interesting information, and sometimes short and good poems. There is no need that all should write the same thing. Pick up the selections wherever you can find them. By exchanging with each other, one good set will last a class a long time. Insist on accuracy. Poetry should be written in its proper form,—paragraphs, verses, capitals, etc., observed."—*Dr. F. H. Vincent.*

KNOWLEDGE is best that comes by hard effort, and it is best because of the effort, and not because of the knowledge. Effort that has a high motive in connection with it is best, and it is best not because of the effort, but because of the motive. Knowledge is not much, if it be the end and the all. The teacher is not the giver of knowledge. He is not the full reservoir from which the pupils are to draw supplies of fact and theory at will. He is the awakener and quick-

ener of the knowledge-getting faculties of his pupils. He is the artesian well-driver, connecting the power of the pupil with the resources of the world beneath and above,—not giving and getting, but drilling and getting; they, because of the drilling. getting. He does not accumulate that they may accumulate. He sets them accumulating from every source but himself.

It is a good sign when the pedagogue himself does not feel above going to school, and still shows himself as apt and eager to learn as to teach. Some teachers and some schools are immensely better than others; and it is a grand thing when arrangements are made by which the best sense of the few may be put in the way of becoming the common sense of the many. And there are certain educational problems which, even in theory, are very far from having been cleared up yet.—*Brodhead Independent.*

Prof. Alpheus S. Packard, of Bowdoin college, died, on the 13th inst., at Squirrel Island, Maine, where he had gone to spend the Sabbath. He was in his eighty-fifth year. His career was a notable one. He entered Bowdoin College as a student in 1812, six years after the first class graduated. He graduated in 1816, became a tutor there in 1819, and a professor in 1825, and later was appointed vice-president of the college. He was a teacher for more than sixty years; and out of the large number of young men who have graduated at Bowdoin since the foundation of the college more than 2,000 have been under his immediate instruction.

It is high pedagogical art to use the pupil's love of activity in such a way as to prevent the necessity of discipline. Most of the nervous wear and tear of the school-room is caused by the mischievousness rather than the viciousness of the children, and this fruits from the instinctive love of activity, physical, mental, and emotional. The teacher who best knows her business will keep them mentally aroused, so that the mind gets its exercise in profitable ways. She also gives tone to their interests, so that they love the good and true rather than the doubtful and suspicious persons and tendencies. There is a secret, if the teachers did but know it, with those who succeed best, and it is in redeeming the child that goes into mischief by stirring his activities in ways that purify his affections and rectify his habits.—*Am. Teacher.*

A case of interest to the profession was recently tried in the Wayne County Court of Common Pleas.

In September, one of the oldest teachers in the county applied for a certificate of qualification to teach. The examiners, Superintendent W. S. Eversole, Superintendent E. F. Warner and Mr. B. C. Smith, refused to grant him a certificate, finding that, while he was well qualified to teach the required branches of study, he was a man of immoral character. The rejected applicant applied to the Court of Common Pleas for a *writ of mandamus* compelling the examiners to issue a certificate. Judge C. C. Parsons, after hearing the argument of attorneys on both sides, overruled the motion. He held that examiners could be compelled by *mandamus* to perform their *ministerial* duties, such as examining manuscripts

submitted, or issuing a certificate when an applicant is in all respects qualified, but that they cannot be compelled to act contrary to their judgment.

The plaintiff's attorneys then asked the Court to examine the evidence by which the examiners arrived at their conclusion in regard to the applicant's moral character. The Judge overruled this motion also, on the ground that the courts have no jurisdiction over the action of school examiners in the exercise of the discretion given them by our statutes.

The trial of the case occupied a full day and attracted considerable attention.

With a sufficient regard for the moral interests of society and a proper respect for their own oath of office, examiners must refuse to grant certificates to persons of immoral character, whatever their education may be. Their duty is plain, and the law protects them in the exercise of their discretion.—*Ohio Ed. Monthly.*

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SELECTED.

THE IMPORTANCE OF METHOD IN EDUCATION.

[Abridged from the opening address of Principal Crocket of the Provincial Normal School, Fredericton, N. B.]

It will depend upon the use of the means or the method employed by the teacher whether or not he can accomplish the work expected of him. There are two ways by which knowledge is gained, one is finding the knowledge ready made, the other is through the exertion of the mind itself. The method will determine two things — the character and amount of knowledge, and the character of the training acquired in coming into possession of the knowledge. Proper mental training always brings two results — a consciousness of increased power and at the same time a consciousness of the possession of new knowledge. The ready made knowledge may be got from a book or be given to us by another. Whether the knowledge will be of any real value to us will depend upon the mind's action in connection with it. If the mind put forth no act the knowledge cannot be taken in — it is left out in the cold, to use a common expression — it does not grow, it has no root, it withers away. It is this kind of knowledge that can never be found when wanted, or if perchance it may have reached that part of the brain called by physiologists sensorium, which has the

power of reproducing its impressions just as a parrot can, it can be reproduced at a given signal. The fact, or rule, or whatever it may be, is glibly repeated and passes for knowledge, but the pupil can apply it to nothing except to some particular case with which it was previously associated. When some one else than his teacher questions him, he does not understand, does not know what is meant — the signal is not the same. He often hazards an answer which may be a correct one to another question but absurd to the one proposed, and as ludicrous as the scene which has been described between Frederick William the Great and a tall French grenadier who knew only three words of German. He was instructed to reply to the king's three general questions on parade, "How old are you?" "Three and twenty." "How long have you been in my service?" "Three years." "Are you satisfied with your rations and lodgings?" "Both your Majesty." The King, however, took the very unusual course of inverting the first two questions and the grenadier of course made himself three years old and twenty-three years in his majesty's service. The king, amazed at such answers, did not put the other question about the rations, but the inquiry, "Are you a fool or am I?" "Both your Majesty." Such is often the character of the knowledge we get ready-made, and the application we make of it. No doubt examples as ludicrous have been witnessed by some of yourselves. Let me give you one or two, not for the purpose of making sport, but of illustrating the character of knowledge got ready made without bringing the mind to bear upon it. "What is the Equator?" was a question asked a class in geography not very long ago. "A line perpendicular to itself and called the meridian." In another class the following questions were asked: "What is the difference between the noun 'book' and the book itself?" "What is an abstract noun?" "A collective noun?" To which the following answers were given: "There is no difference." "An abstract noun has no particular calling." "A collective noun is what it wants to make it more complete." In another class the following answers were given to the questions: "What is the circumference?" "Distance round the middle of the outside." "Distance through the middle." "What is the meaning of develop?" "To swallow up." "Give an example." "God sent a whale to de-

velop Jonah." I do not say there are many such cases, I hope there are not, but the existence of any show that knowledge, however accurately it may be given, may be reproduced in a most absurd form, unless the mind is called into exercise. It must not, however, be assumed that when the knowledge is accurately reproduced it is therefore understood by the pupil or of service to him. A long series of questions may be answered correctly and not one of them be understood. The verbal memory of children is very powerful. They can readily remember sounds without attaching any idea to them, and can readily reproduce them.

The teacher has, therefore, frequently to adopt the other method of securing knowledge, viz.: through mental exertion. He has to train the pupil to do things for himself, to get his own ideas from things. A physical, mental, or moral act can be done only by performing it. Every one has to do those things which he would acquire the power of doing. You know yourselves that you could never acquire the power of readily solving arithmetical problems without performing the operations yourselves, nor acquire a dexterous movement of hand without performing the acts through which the power is acquired. Now look how nature does. She gives the child no laws, no rules, no principles, no formulas. She simply gives the material, the faculty, and the occasion for its exercise. There is much repetition in her teaching, in order that the difficult may become easy and use become second nature. She does not tell the child but prompts him to action and induces him to think what he is doing. She does not explain to him the difference between hard and soft, or between a hot stove and a cold one, but says, "feel them." Lay your facts, she says, side by side and compare them, find out where they are alike and unlike. Her business is the training of faculty and the development of power.

These two methods of acquiring knowledge may both be successful as respects the knowledge, but their effects upon the mind are very different. When the mind's activity consists in merely comprehending the thoughts of others, the truths which have been discovered and explained, it becomes a receptacle, a working one, it is true, working the nourishment into its own substance, but preparing it only for taking in more and making progress. The method which presents the material to the pupil for observation

and reflection, and simply stimulates and directs the mind to an orderly plan of study, trains him to form his own ideas of things, to put forth his own efforts in the acquisition of knowledge. I do not mean to put the one method against the other, for both are necessary in our schools; pupils must have lessons assigned to learn from books, when they are sufficiently advanced to master them, but I do say that the one method is too generally followed to the exclusion of the other. The teacher in many instances becomes a mere hearer of lessons instead of a trainer.

There is a constantly increasing demand for results of greater commercial value from our school system; and the school must consider the question. If our boys had training in the elements that are common to all industrial pursuits and our girls training in the principles of domestic economy, all reasonable demands would be met without disturbing the primary aim of the school or increasing the number of subjects in the course.

Such training should embrace industrial knowledge and manual dexterity. Industrial knowledge consists in an acquaintance with industrial materials and processes. Industrial materials are of course the various materials used in the industries, consisting of substances from the mineral, vegetable or animal kingdom. Industrial processes are those operations by which raw materials are converted into forms for our use.

You have seen that we have in the course the subjects that form the elements of industrial knowledge. Instruction is required in minerals, plants and animals, and their uses. With respect to the processes, a large number relating to the most useful industries are described in our Readers, and these lessons are required to be supplemented by oral instruction. Industrial drawing, the subject of Form and of Geometry, so far as taught, all bear directly upon many industries.

That they shall result in industrial gain will depend upon the mode of teaching them. Let me give you a few practical hints in the form of some examples.

The subject of Form, which is taught in the first two grades, may be made mainly constructive. During the first year, after the pupil has gained perceptions of the various forms brought under his notice, proceed to construct them of such suitable material as

can be conveniently had. The ball, cube, cone and cylinder may be formed of clean moist or moulding sand, or suitable clay. They should be made as accurately as a child can be taught to make them, and considerable pains should be taken to give him the necessary facility of manual movement. During the second year the material should be of a more resisting nature than sand, perhaps pasteboard. As a sample of an exercise, suppose he is required to construct a square whose side is three inches, or any convenient length. Require him to place his ruler upon the piece of pasteboard and mark with his knife along the outer edge. This operation is not so easily done as one might suppose. The ruler has to be correctly applied and firmly held with the left hand, so that it cannot slip and produce a crooked line instead of a straight one. He should also be required to do it with the least amount of waste. He will have to be shown, in the first instance, how to move the ruler as far as possible towards the edge, so that none but the waste parts may be marked off. When this is done he proceeds to cut. His first attempts will be awkward and the line will be imperfectly cut; it will be ragged and probably uneven. He will require to be shown how to steady the pasteboard and how to hold the knife when he cuts. Let him test the accuracy by applying his ruler to the cut. Let it be done again and again, if necessary, but not so often as to discourage him. Let us suppose one side completed.

The second adjacent side is ruled off and completed in the same way. Let him now apply the carpenter's square to test the work (small carpenter's squares can be had for the purpose). He will not only learn the use of this tool, but he will become practically acquainted with a right angle, and his eye will soon detect the slightest deviation from it. The two remaining sides will be constructed in a similar manner and the square completed. There will, no doubt, be many trials and repeated corrections before a fairly accurate square has been made, but the pupil has made substantial gain. He has learned to use a ruler and knife properly, and acquired some manual neatness and dexterity. Exercises may be proposed on the square, by means of which its geometrical properties may be practically understood. They may be further led to find out that the diagonals of a square are not only equal to each other, but bisect each other — truths which they will never forget

when taught in this way. If each form is similarly dealt with, the drawings which the pupil makes in his subsequent course will be not only much better executed, but of far deeper interest.

When he has entered upon his course in industrial drawing, the pupil should frequently cut out forms before drawing them, sometimes with scissors as well as with a knife. While studying the elements of geometrical drawing, such as bisecting lines, angles, erecting perpendiculars, etc., he will acquire facility in using the compass. In drawing plans of the school house, play-grounds, etc., of given dimensions, he will become accurate in measuring and accurate in representing measurement.

Arrived at the study of formal geometry, the pupil should previous to drawing his figures on the blackboard for demonstration, construct them of pasteboard or paper, etc., whenever practicable, and find out the geometrical truths which he is to establish by demonstration. Industrial tools, whose principles depend upon his geometrical truths, should be explained.

In the teaching of arithmetic how many opportunities are afforded of giving a practical character to the work — by associating articles of commerce in the neighborhood with the questions — requiring the pupils to frame bills of parcels for themselves, and to make them out accurately and neatly! The tables of weights and measures should be determined by experiment and each operation gone through properly, the filling of a gallon or quart from a pint measure, the filling of a pint bottle from a small phial of so many ounces, the measuring of length with a rule or tape line, finding by measurement the content of the play ground, or some other portion of land, all having in view manual dexterity as well as practical knowledge.

Geography, and even history, may be highly practical as well as powerfully educative. The great natural forces and products which underlie all industries — the industries of a country depending on its products and forces — the interchange of these — and the brotherhood of man, are fitted to awaken and keep alive an interest in industrial work and workers.

Every good citizen of an enlightened country respects the institutions under which he lives, he moves amongst its people, he is protected and governed by its laws. His training towards man-

hood lies through a knowledge and discharge of his duties as a citizen as well as a workman. How much valuable instruction of a practical character may be imparted, and with what interest it will be received, if, instead of loading the pupil's memory with isolated facts little understood and appreciated because they begin and end in themselves, we group together facts that have a bearing upon the great epochs of our history of civil liberty.

A king's reign is not a division of history. Kings die and dynasties, but the great forces move onwards. What are the moving forces? what are the events associated with such forces? Whatever divisions our next text books may make it is by some such treatment as I have indicated that we can hope to make history influence character.

It is unnecessary for me to add one word respecting the importance of a study of method and its principles. The whole of this address goes to show that neither the proper aim of the school nor the wants of society can be met unless the work is conducted upon sound principles of method. It is true that some teachers, and more especially young teachers, are apt to pay more regard to the mechanical processes than to the principles of method, and they cannot of course reach satisfactory results; but no intelligent man would on this ground affirm that method tends only to give a mechanical character to teaching. If method is not fitted to lead to great and important results, why should the institutions of the most enlightened countries take practical steps to give a knowledge of it? Two of the universities of Scotland, Edinburgh and Saint Andrews, have established chairs of education, and the London university has just announced that it will hold a yearly examination in the art, theory and history of education. Socrates, the Greek philosopher, regarded method as the first thing. Comenius, Locke, Rousseau, Basedow (of whose work Goethe says, "such methods must promote mental activity and give the young a fresher view of the world,") Pestalozzi, Frobel — all insisted upon the importance of method, and Alexander Bain and Herbert Spencer, two of the deepest thinkers of our own day, tell us that all modern systems of instruction must be based upon nature's plan and nature's method.

HISTORY.

HOW IT IS TAUGHT IN THE SCHOOLS OF FREMONT, OHIO.

In harmony with the thought that all teaching of history is a comparative failure that does not induce much of reading beyond the necessarily skeletonized school text-book, however high the per cents. may be that are secured in such text-book, we have adopted this year the following plan to induce this more extensive reading, which we publish for the benefit of any one who may choose to give the plan a trial. General history runs through the first year of our high school, Ancient history taking up the first part of the year.

Pupils are credited with 10 per cent. for every one of Plutarch's Lives that they may read exceeding twenty pages in length; a corresponding per cent. for any biography of ancient distinguished men by the Abbots or any other authors; 10 per cent. for every sketch of these lives, of at least four pages, made by the pupil; 5 per cent. for Shakespeare's Coriolanus, Julius Cæsar or Mark Antony; 5 per cent. for any one of Creasy's Decisive Battles, occurring within the period studied in their school lessons; 10 per cent. for every historical fiction read bearing upon that period, such as The Last Days of Pompeii, The Victor Vanquished, Hypatia, etc.; 10 per cent. for every one hundred pages read in any other history of Greece or Rome or the period studied, such as Miss Yonge's, Arnold's, Merivale's, Mommsen's Rome, Herodotus, etc., books which we seek to have placed at command of pupils. If the pupil shall secure 100 per cent. by his reading in two months, 50 per cent. of which must consist in sketches, he is excused from his bimonthly written examination in history, and receives his half holiday whilst the other members of the class are examined.

A record is kept of whatever per cent. the pupil earns, and if he does not read enough to avoid the examination, and should fail to reach the required standard in his examination, whatever he has earned by reading will be credited to him to enable him to pass. An oral examination is given the whole class.

The result was that about three-fourths of the class at the end of our first two months' trial were excused from a written exami-

nation, many of them having read twenty of Plutarch's Lives with corresponding sketches, etc.

A similar course has been pursued in the grammar grades with United States history, 15 per cent. being allowed for any biography read bearing upon American history from Columbus to the present time, 20 per cent. being allowed for sketches, two of which are required, with specified allowances for historical fiction, poems, etc.

We are sanguine, from present results, that the plan will prove a success.

The only limit is the ability of the pupils to obtain books. It will tax the public and the private library.

Occasional appropriations by boards of education for books of this class for the library should be made.

The details can be modified by any teacher or superintendent, in accordance with his judgment. R.

The following excellent suggestions on teaching the history of our country were read by Miss E. G. Reveley, of the Cleveland Normal School, before the North-Eastern Ohio Teachers' Association:

When a child is old enough to know a forest when he sees one, or to notice the building of a house, the condition of the country and the kind of people that lived here before it was discovered by Europeans may be described to him. The fact should be emphasized that there were no roads nor railroads, no steamboats, no mail-carriers, no books nor newspapers. He may be taught the salient points in the history of his own town and the origin of its name. After he has learned the geography of the locality in which he lives, the shape of the earth, that there are countries on the opposite side of the earth, and that a great body of water separates these countries from his own, he may be shown on a globe or a map of the world, the country named England—its people called English. He may next be told about the settlement of Virginia, when, where, by whom; origin of name of Jamestown; that Virginia was a much larger country than now. He should also be taught about its climate, the raising of tobacco, the bringing of Africans for slaves in 1619. At this point the history of the set-

tlement of Plymouth may be told — that its settlers were English also, and other points, as in the history of Virginia. Mrs. Heman's Landing of the Pilgrims may be committed to memory by the pupils. The pupils may learn that the Pilgrims suffered for food, and the cause for the first Thanksgiving. Read Miss Preston's poem, the First Thanksgiving, which may be used as a language lesson for the children. Lead to the settlement of other colonies by telling that other Englishmen came over, and some went from Virginia and Massachusetts, and formed at least thirteen colonies. Give their names, in the order in which they were settled, but omit dates. Lead to the story of the Revolution. Describe the dress of the English soldiers. Read Paul Revere's Ride as a basis of language work, Tell simply the cause of the war, and explain why we celebrate the Fourth of July. Read the poem of "Independence Bell." This might complete the first year's work in history. In general, as the child gains more geographical knowledge, let history work follow. We should be careful to connect with America every country whose history touches our own. When he learns about Spain, he may also learn the history of the Spanish settlements in North America. After he has learned about France and the French settlements in this country, he may be told how the French were driven out, or the history of the French and Indian war. By the fifth year of school, he may learn how the Spanish were driven out, how Mexico became independent and the history of the Mexican war. In this year the geography is confined chiefly to the United States. Lead him to trace the former presence of the French and Spanish by the geographical names. Teach him how one State after another was added to the Union, what States furnished Presidents of the United States, who they were, and the leading administrations. The progress our country has made should be kept prominent. The pupil should know when and where the first steamboat was employed, the first railroad built, the first printing press set up, the first telegraph line used. Interesting incidents should be given concerning the development of our natural resources; the story of the cultivation of rice in South Carolina, finding coal in Pennsylvania, and gold in California. In the fourth year of school, Butterworth's or Higginson's history may be read to the pupil, or by him; in the fifth year,

Dicken's History of England. A list of historical works that may be found in the public library should be kept on the blackboard and the pupil encouraged to keep his own list. Every opportunity should be used to call attention to historical allusions in the reader, and historical poems be taught. In the sixth year, Miss Brooke's History of France may be recommended. Sketches may be written occasionally of prominent men. Lessons may be given on the flag and seal of the United States. Especial attention may be paid to the history of the establishment of schools and colleges. When the pupil is given the history as a text book, a foundation has already been laid in the interest created, the knowledge gained the intellectual activity aroused. As a means of careful, thorough study, the pupil may be required to make his own maps, and colored crayons may be used with advantage to appeal to the eye, and aid the memory. By judicious and enthusiastic endeavor on the part of the teacher, a class thus prepared for history work will find no recitation more interesting. All research will be a delight to the pupil. The question of suitable reading has been solved. A taste has been acquired for real stories and elevating poetry; and a love of country has been kindled that will produce an American youth with a country.

A METHOD OF TEACHING SPELLING.

The following method of teaching spelling is given by Chas. W. Cole, superintendent of schools of Albany, N. Y., in his last Annual Report. He says concerning it, "The underlying thought is, that by accustoming the pupil to look closely at every new word as a unit, an exact image of the whole word is fastened in the memory which will enable him to reproduce a correct copy thereof at will, with greater ease than he possibly could by conning and repeating the successive letters."

1. The ten or twelve words of the daily lesson in the speller, and the more difficult words from the portion of the reading lesson which is assigned as a spelling exercise, were first written upon the blackboard by the teacher.

2. The scholars' attention was then called to the form of the word as a whole, sufficient time being given to permit the forma-

tion of a mind picture of the word in its entirety; then any peculiarities of spelling, or any elements which might mislead through similarity of sound when the word is spoken, were pointed out.

3. The word was next accurately defined, both by a carefully worded definition, and by actual use in a sentence. Both of these things were done by the scholars if they were capable, or by reference to a dictionary if there was time. In many cases, however, the teacher was compelled both to define and give the proper use of the word in the sentence.

4. Any synonyms or homonyms which appeared in or were suggested by the list of words were then explained. In each case the distinctions were illustrated by the use of the words distinguished in sentences, by the pupils if they were able, if not by the teacher, without further study; although a few pupils at first required some further preparation.

5. The words were then erased, and at the next spelling exercise sentences were dictated, in which the words previously studied were incorporated. A paragraph from the reading lesson was also dictated. Correct punctuation and the proper use of capitals were required.

6. The work was then corrected by exchange of slates, or by the teacher, in spare moments, as deemed best. If, by exchange of slates, the teacher read the sentences and the paragraph aloud, pronouncing the capitals and punctuation marks as they occurred, each scholar noting the errors on the slate he held.

A noticeable feature of this plan is the constant co-operation of pupils and teacher in the preparation of the lesson. Nothing can create a livelier interest among scholars or give them greater zest in their work than realizing that they and their teacher are working together for a common end.

Perhaps the strongest encomium that could be passed upon this plan was the remark made by a girl to her teacher, after it had been in operation a few days. "Why," said she, "if we study spelling in this way we will never miss!"

The plan worked so well that after a few weeks experience, the teacher and class were invited to give a model lesson before a large number of teachers. The lesson was admirably given, and called forth expressions of the highest commendation.

The teacher first using the method above described says she would not return to her former usage upon any consideration. It is thought that this plan of teaching spelling will be very generally used in the higher grades during the coming year.

The plan is not claimed as a discovery, nor as embracing any new ideas. It is at best only a new combination of old elements, familiar to all successful and experienced teachers. The details are given here for the benefit of any teachers who wish to avail themselves of its advantages.

READING.

The prevalent conception of reading suitable for children half a century ago was embodied in the New England Primer. After wasting weary months in learning the alphabet, the child was forced by a painful process along the a, b, ab card, the b, a, d, bad card, and half a dozen other equally bad, to calling the words: "In Adam's fall we sinned all," etc., in set form and in close imitation of the emphasis and accent of the teacher; after which a vain attempt to teach mechanical word pronouncing, overshadowed instruction in reading in most schools and families.

To-day, the best educators teach that pupils cannot read until they have mentally grasped the thought. Then if reading aloud, they talk naturally, as upon any subject which they fully understand. The chief purpose of reading is to open to the child the ability to get out the thoughts of others from the printed pages used to express them.

When the child learns to unlock the meaning of words, he can get out for himself, from the printed pages, the result of the thoughts of the wisest and best minds. Children who have plenty of good reading matter at home learn to read well because there is a normal relation between the mental ability of the child and the reading furnished him.

To meet the constantly increasing demand for home reading, publishers have issued thousands of volumes designed to instruct as well as to interest children. In no department of literature has there been so marked an improvement for the past two decades as in the preparation of this class of books. The wise parent or teacher encourages the young people under his charge to read such

works as "Young Folks' Heroes of History," "True Stories from History," "The Boys of '76," Norse Stories," "The Boys of '61," "Paul and Persis," followed by "Young Folks History of the United States," and Dickens's "Child History of England." The reader is not only instructed, charmed and interested, but is becoming accustomed to an elegant style of composition, by which the child is unconsciously led to mould his own thoughts and expressions in purer and better English.

Again, such books as "A Trip from Boston to the Land of the Midnight Sun," "Cast Away in the Cold," "Our Boys in India," "Zigzag Journeys," "Young Americans in Japan," "Camps in the Caribbees," when properly read, afford children a knowledge of the geography of countries from the Poles to the Equator, furnishing himself a fund of information respecting different countries which renders the future study of technical geography a pleasure, since it calls to mind, and fixes in the memory, facts concerning places with which previous reading has already made the pupil familiar.

A little later, "My Winter on the Nile," "A Summer in the Azores," Headley's "Empress Josephine," "Brassey's Life and Labors," "Over the Ocean," and "Abroad Again," afford abundant material for many a pleasant and profitable hour." "The Leaflets," selected by Miss Hodgson, present the choicest thoughts of many of the best authors of both poetry and prose, and cultivate a healthful taste for reading and studying the finest specimens of English literature. Stories of healthful strong lives, as "How Marjory Helped," "Faith Gartney's Girlhood," "John Halifax," although works of fiction, picture noble character so finely that their influence cannot fail to improve and elevate.

From the vast field of literature one may select books suited to the age, proficiency and taste of any reader. It remains for teachers and parents to furnish such books for the children under their care, as shall afford pleasure, information and instruction. Careful attention to this matter, coupled with judicious questioning as to what has been read each day, has an effect upon the mental and moral growth of the child, which cannot be estimated save by one who has watched the development of youthful minds while pursuing a well directed course of systematic reading.—*Good Times.*

TEACHERS' INSTITUTES.

Teachers' institutes have been developed to meet the need of the people for trained teachers. Gradually the public have begun to see that in education, as in other things, those succeed who have learned the business. Teachers' institutes are designed to impart some knowledge of teaching. This seems to many to be a new feature, but if we go back to 1845 we find State Superintendent Young saying that "Teachers' institutes have been established during two years in which upward of one thousand teachers have been instructed during periods varying from two to six or eight weeks. Among the numerous improvements which the experience of past imperfections has introduced there is none which combines greater utility than those local and temporary institutes."

It has been conceded since April, 1843, that signal advantages are possessed by the teachers' institute, for at that time the first institute was held at Ithaca, N. Y., for a period of two weeks. In the institute —

1. Teaching is recognized as a profession. The teacher has usually been thought fit if he could answer a given list of questions on the ordinary branches of knowledge or studies pursued in a school. Selected in this way the public undervalue the work of the teacher; they show the estimate they place on it by the low salaries they give. The meeting of the teachers to study the work of teaching is a declaration to the public that the teachers believe their work needs special preparation; that it demands careful study, and it is an assurance that it shall receive somewhat of the attention it deserves.

2. That to teach well requires prolonged and special preparation. The institute deals with more things than a knowledge of the textbook; it discusses the principles of education; it considers the ways and means by which instruction may be made effectual. Probably the great obstacle in the way of educational progress is the erroneous and widespread idea that any one can teach a school. The institute is founded on the principle that teaching is a science which needs a careful study; it declares that teaching, instead of being the easiest of arts, is really the most difficult of all.

The scope of the work of the normal institute pertains to the practical preparation of the teacher for teaching. It proposes to

give professional instruction, and generally to be a supplement to the Normal School. It might in fact be properly called a County Normal School. It differs from the State Normal School in the element of time; this leads to a compression of the course of study; less is attempted than at the State Normal School.

1. The subjects to be taught in the district school are thoroughly reviewed.

2. The methods by which these subjects are to be taught in the school-room are explained.

3. The general subject of methods of teaching is discussed.

4. The management of the school-room is discussed.

5. The principles of education are explained.

6. The capacities or capabilities of the mind are explained.

7. The principles of moral teaching are unfolded.

8. The teachers are stimulated to work from the highest and the best motives.

9. The magnitude and importance of the teacher's work is impressed on the mind.

10. A better idea of the just needs of the pupil is imparted.

The results that have followed the establishment of teachers' institutes have been gratifying. The great mass of those who teach will not make teaching a permanent pursuit; they are unwilling to attend the State Normal School. Left to themselves they enter on the business with a very limited knowledge of the subjects they are to teach. The teachers' institute reaches the mass of the teachers, rouses them to an apprehension of the teachers' work, stimulates a desire to lift the school-room out of the dull routine that prevails there too often. It imparts a knowledge of the best methods of instruction; it shows the real objects to be aimed at in the school. It invests the teachers' calling with some dignity and importance; it shows him that his work has principles underneath it.

The public have seen since the inception of the teachers' institute that the schools have improved. The teacher comes back from his stay in them with new views of his work. He strives to draw his scholars upward by better motives than threats and blows. He regards teaching as a force that can be employed to record the noblest achievements of mankind.—*N. Y. School Journal.*

DOES TEACHING TEACH?

Most surely, if it *is* teaching; but there is a mere formal, lifeless hearing of recitations that is not teaching, and I think there is a fearful waste and a curtailment of results, in our failure to teach in accordance with the principles and best methods of education. There is a science of education, and that science includes a knowledge of the child's mind and its powers; of the laws by which those powers can be developed, and the proper method by which such development is to be secured. The best way is the easiest. Superintendent Calkins of New York, whose long and successful experience in elementary education makes him an authority upon this subject, well says: "It is strangely curious that the doing of the same thing may be both easy and difficult — easy, when done in the right way; difficult, when done in the wrong way. Success attends the doing in the right way; failure is certain to follow the doing in the wrong way. This is eminently true of teaching." There is much talk about methods in teaching; but the subject of the first and highest importance is a knowledge of principles; then, with that knowledge, it will not be difficult to devise good methods of work in accordance with such principles. There is an opinion entertained by some, that the principles of education are mere theory and are not practical. This is a great mistake, for these principles are the law of the child's mind and being. True theory and practice go together, and all practice that is intelligent is based upon theory. A sharp writer has truly said, that theory without practice is a mere ghost, while practice without theory is but a corpse. Teaching, comprehensively defined, is the process of arousing and directing the mental activities in such a way as will lead to the development and strengthening of the faculties, and to the acquisition of knowledge. Cramming pupils with information, and allowing them to memorize words without developing and assimilating the ideas represented by those words, is not teaching. The true teacher will encourage the learner to go to the sources of knowledge, and will aid him in developing and directing his own self-activities. The child must be taught to observe, to think, and to give expression to his thoughts. Such work is teaching.

Nothing is more marvelous to me than the eagerness and capac-

ity of young children for learning, when they are suitably encouraged and guided, and are allowed their proper freedom. But it becomes a serious question for us to answer, whether, by our conventional methods, we do not deaden the sensibilities and chill the aspirations of the young seeker after knowledge. The inquiry is certainly pertinent, why children learn so much and know so little.

But the highest of all teaching is that of morals; and if this element is left out, it is difficult to see in what the good offices of education consist. Hegel, the German philosopher and teacher, has defined pedagogy, that is, the science of education, as the art of making man moral; regarding as inseparable, in education, the ideas of intellectual and moral development. Moral education, including all the thoughts, habits and actions, that enter into the formation of character, has been sadly neglected in the American public school — partly, I think, through fear of infringing upon the rights of conscience, or upon one's individual religious belief. Such fear implies ignorance of the true character and offices of moral training. There are ethical principles enough held by all men, and there is sufficient agreement upon the propriety and necessity of the moral training of youth, to give, in the hands of the judicious teacher, wide scope to honest and prudent effort in this direction. Such teaching is needed. The rottenness of character often found in business men is indicative of this need. And why do so many teachers fail to control their schools and secure implicit obedience to their reasonable requirements? Schools cannot be successfully controlled and managed by physical strength, and they should not be by coaxing. It is only by the strong moral grasp of the teacher in charge, that a class of young people are led to keep themselves within the limits of propriety of conduct, and to devote their time and powers faithfully to study and self-culture.

Moral training is now the most prominent subject of educational discussion and inquiry. At the conventions of teachers and school boards, in educational periodicals, and in the religious and the secular press, it is a topic of constant agitation. The great need of it has been discovered, its good offices recognized, and its employment imperatively demanded. Wise teachers cannot fail to see their

duty at such a time, and they certainly should not lose the opportunity to reinforce their efforts in the school-room with so efficient an agency. Vigilance should be the teacher's watchword at all times.—*A. P. Stone.*

IDEAS AND IDEALS.

W. H. PAYNE.

Without using the term ideas in the Platonic sense, as the archetypes of created things, we may still say that fruitful ideas are immortal; that while the particular forms in which they have been embodied may disappear, the contents persist and will reappear in other forms, and thus maintain a continuity of existence. Ideas such as I have in mind not only have an inherent vitality, but also a native energy whereby they are ever striving to embody themselves in act. The artist must embody his ideas on canvas or in marble; the inventor his in a machine; the political philosopher his in a model republic; and so on to the artisan who fashions his work according to some pre-existing idea.

Our lives are unconsciously moulded by our ideas and our ideals. We are ever tending to grow into certain forms that have been impressed on our minds as ideas. We spend our lives in constructing, and we construct according to models and patterns. When we construct ill, the fault is oftener in our models than in our fingers. The cook who would serve us a toothsome roast, must first of all have what Plato would call the *idea* of a roast; and not only this, but once having a clear idea of a roast, the novice will be able, on occasion, to make his hands execute what his head prescribes.

Whether we are to paint a picture, build a house, teach a school, or bake a biscuit, the first condition of success is a clear idea of what we wish to do; and the other half of the truth is that once having such ideas we are under a virtual compulsion to embody them in act. The acquiring of manual dexterity is a secondary consideration, and in the learning of an act is wholly subordinate to the formation of a model as a mental image.

The view opposed to this is the stronghold of empiricism. "We must learn to swim by swimming," say the practical philosophers,

whose voice is now loudest in the land. "We must learn to teach by teaching," "we must learn grammar by using language," are other forms of this popular doctrine. The mischief done by such dogmatists lies in the fact that these dicta embody one phase of a truth while concealing a conplementary phase. We have the authority of a noted clergyman for saying that "a half truth is a whole lie." While in all constructive efforts a definite idea of what is to be done is the first condition of success, a second and secondary condition is the empirical effort. My ground of dissent from the "practical" view is that this empirical effort is put forward as the prime and sufficient condition of success in construction. One might, if he were stupid, learn the route to London by going there; but the prudent traveler would form a mental trace of the route in advance, as the only means of co-ordinating and economizing his efforts.

I believe the first condition of success in the work of education is the formation of distinct and adequate ideas of what it is to educate, what it is to teach, what a school should be, what it is to organize and govern, etc., etc., etc. One's own experience as a pupil, and the observation of excellent educational work, will furnish the intending teacher with valuable ideas; but as all human models are imperfect, there must be formed in the mind of the teacher an ideal type of excellence far superior to anything that offers itself to the observation, and even far beyond anything that is actually attainable in practice. The ideal is always unattainable, but it is approachable; and no work above mediocrity is possible save on the condition of striving towards an ideal.

How shall the teacher form the ideals that are required for work of the highest quality? This I believe to be the fundamental question in educational progress. If by any means the teachers of the country could be helped to form a correct notion of what education ought to be, of what mental growth really is, of what teaching should be, a marked advance along the whole line would be assured.

History tells us what education has been; observation may show us what it now is; and by the comparison which is thus made possible, we may discover the direction of progress, and thus at least adumbrate the education of the future. We still need a third

point towards which we may project the lines roughly determined by the two points furnished by history and observation,—we still need an ideal, a conception of what education *ought to be.* This ideal must be a mental creation. To the notion of education given us by observation the mind must add something by its imaginative power, and thus furnish us with our ideal. The constructive imagination must employ materials furnished us by reflection. Reflection upon what? For the formation of the ideal intellectual education we must reflect on the facts of mind and the laws of its activities. In this way we can form a conception of what mind is and in what mental growth consists; and by an easy transition we attain our ideal type of man as an intellectual being. By a similar process we may conceive types of physical and moral perfection; and finally we attain our ideal of man as he ought to be. Now that art by which man is helped to grow into the type of his kind is education in its broadest sense, and the teacher's education that does not end in the formation of such an ideal fails in its most important purpose.—*School Moderator.*

THE COUNCIL OF EDUCATION.

[Many inquiries have been made in regard to the Council of Education, its function, and relation to the National Educational Association. No better answer to these inquiries can be made than to re-print from the *Present Age* of August, 1882, the following article by Pres. J. L. Pickard, describing the origin, methods, purposes and membership of the organization.—ED. JOURNAL.]

Two years ago the attention of the members of the National Educational Association was called to the necessity of some provision whereby greater good could result from the annual meetings. For some time previous the conviction had been maturing that little real benefit, except of a social character, was obtained from the ordinary programme of the annual meeting. It was finally determined to organize a permanent committee of the National Educational Association, to be called "The Council of Education." Its membership is limited to fifty-one. Term of service is fixed at six years, so arranged that one-sixth of the membership changes each year. Each department of the National Association is represented

by members of its own selection. The Council has within its province the designation of a certain number of members, and in this sense it is perpetual. In case of failure in any department to fill its own vacancy, the Council makes the selection.

At the first meeting in 1880, the Council was divided into committees. The subjects were as follows:

Course of study for elementary schools; high schools; didactics in colleges and universities; relation of colleges to lower schools; harmony in the courses of study of secondary schools and preparatory schools; education in its relation to health, and other kindred topics. The sub-committees were expected to organize and arrange for a report to be presented at the next annual meeting.

In 1881 the Council met in connection with the National Educational Association. Two or three reports of sub-committees were presented, but no final action was taken, as the province of the Council had not been fully settled. Some feared the effects of oracular utterances. Others could see no good in the Council unless it gave the weight of authority to its finished deliberations. The Council came together at Saratoga, July 6, timid and hesitating. The warm discussion of the previous year was fresh in memory. Fears seemed predominant, but the Council moved forward cautiously, looking for difficulties which did not arise, and as, step by step, the members came into better acquaintance, fear vanished and hope brightened. After a single lesson in which the finest opportunity was given for trying each other's mettle, the Council proceeded to the discussion of reports upon which two years' time had been spent in preparation.

Mr. Harris was called first to the stand, with a report upon Courses in Didactics in our Colleges and Universities. The report was crisp and vigorous, charging lamentable ignorance of school systems and school needs upon the educated men who really control school affairs, and urging such a lectureship in all our colleges and universities as should give to all college graduates some knowledge of educational history and philosophy. One of his associates upon the committee suggested the union of such lectureship with the chair of mental and moral science.

In the course of his argument Mr. Harris was understood to present a view of classical training not exactly in accord with some of

his previous utterances. He was subjected to a close cross-examination for three sessions of two or three hours each. The great value of the council appeared in this full day's discussion in a very informal way, without the consciousness of an audience. Criticisms were free and terse. The best thoughts of all present were elicited. The report was recommitted for such modifications as the day's discussion had convinced the committee were proper. It was afterwards unanimously adopted and will be published as a tract for sale.

The second report presented was on High Schools, each member of the committee taking up one phase of the subject as previously assigned. The chairman of the committee, Mr. W. A. Mowry, of Providence, R. I., taking The Relation of the High School to Business Life and the Course of Study Suited Thereto; Mr. S. R. Thompson, of Worcester, Mass., the Relation of High Schools to Schools of Technology; Mr. John Hancock, of Dayton, O., the Relations of High Schools to Elementary Schools. Mr. A. L. Chapin, of Beloit, Wis., should have presented the Relation of High Schools to Colleges and Universities, but was unavoidably absent, and to the writer of this article was given the Right of High Schools to Exist. Nearly another day was devoted to this topic, each reading his own paper if present, standing fire of criticism and yielding gracefully when convinced, or firmly holding to the principles if not convinced. In this latter case the somewhat novel procedure was resorted to of sending out the writer of the paper with a committee of his most strenuous critics for a more quiet settling of their differences. The thought was suggested that the wounded were sent out upon a stretcher with attending physicians. After a night in hospital the patient returned, proving his soundness from the start by the testimony of his attendants, or cured of his ailments as shown in his modified report. With the exception of Mr. Thompson's part of the report, as he was not present to defend its positions, all was unanimously adopted and will appear in tract form. Mr. Thompson's article will be published for information, but not as the utterance of the council.

The report of the committee upon harmonizing courses of study in secondary and preparatory schools was presented by Mr. J. Andrews, of Marietta, Ohio, as chairman of the committee. It

was so well prepared as to meet with universal acceptance from the beginning, and passed without even verbal criticism.

Not so successful was Mr. J. W. Dickinson, of Westfield, Mass., in presenting in behalf of his committee a report upon a course of study for elementary schools. His philosophy, which was presented as underlying a proper course of study, subjected him to sharp attack, but he showed himself skillful in defense. After a conference of doctors upon his case the report was made acceptable to all, and was adopted as the sentiment of the council.

For the final results of the most satisfactory meeting of educators it has ever been my privilege to attend, those having special interest will do well to communicate with Mr. T. W. Bicknell, of Boston, President of the Council.

The sub-committees are continued for still further study of their respective themes. A brief synopsis of the several reports to council was submitted at a later date to the National Educational Association.

The marshaling of the clans in friendly intercourse was a happy thought and proved a success.

HOW TO DO BETTER.

JOHN M. GREGORY L. L. D.

The reopening of the schools thoughout the land, summons afresh the questions of the real uses of these vast and costly agencies of education and the possibility of rendering them more productive in good. At the outset of a fresh year of work every earnest teacher resolves upon better work and richer results; but too often the old ruts are deep, and the new plans are found too difficult, and so the machine gets back into its old course and the reform is forgotten or postponed. The sting of examination day told many of their mortifying failure to impart clear and persistent knowledge, and sharp criticisms at the summer institutes and conventions, as also those of public men and the press, tho' repelled as too sweeping and unjust, still leave a secret consciousness of demerit. Let us say it frankly,— Our schools of all grades are not

as good as they might be, and their product is less than the people have a right to expect.

The causes of failure, or partial failure, are too numerous to be told here. Some are public, others are personal. Some lie in the hindrances from without, and some arise from the weaknesses within, in the system or in the men. Quitting the causes of failure, it is at once more pleasant and more profitable to note the means of a higher success.

1. Like the horse, in Col. Parker's amusing story, which was cured of balking by rubbing snow on his nose, our schools need a "fresh sensation." Teachers and pupils must be got out of routine, which familiarity has made tiresome. Fresh plans often call out fresh forces, and inspire new life by their own novelty. The treadmill is never an interesting route to travel, tho' it presents no dangers of losing one's way. "Keep out of ruts," is a good rule in all teaching. The love of novelty is one of the strongest characteristics of childhood.

2. Right views of the thing to be done are another condition of success. Not to go through the motions, but to get results, should be the aim of our work. If each teacher were to undertake to make his pupils know a given amount of arithmetic, geography, etc., and his or her pay were to depend on their getting this work well done, we should have much more direct and practical methods of teaching adopted. It might go far towards curing some of the faults in our schools if our teachers worked "by the piece," rather than "by the month." Let them be paid a fair price for every pupil they present ready to sustain a full examination in any branch of learning, and we should have much less of humdrum and blundering. Why cannot the teacher set himself such a task to be accomplished?

3. A clearer knowledge of the nature of the mind and of childhood — of the laws under which the mental powers act, and of the natural tendencies of children — would import much common sense into our methods of teaching and managing. How to awaken thought; how to exercise the judgment; how to train and use the memory; how to employ the senses; and how to use the imagination of pupils,— these are fundamental questions in teaching. How to interest, govern and guide childhood; how to keep

children fresh, active and happy by the proper alternations of work and rest, and by the varying changes in objects and employments, these too, are fundamental questions. To be ignorant of these things is to work with unknown instruments and forces, and leaves success to the hazard of a blind chance. The uses and applications of knowledge are also among the teacher's requirements, since the applications of knowledge furnish both the motives for its study and the best means of its full comprehension.

Let the same spirit of inquiry after bottom facts, and the same daring invention which have made this 19th century famous for its useful and wealth-producing art, once find full entrance into our school rooms, and we shall speedily rid ourselves of many an old stage-coach and tallow-candle method and instrument of instruction, and replace them with nature's energies of steam and electric light.

AN OUTLOOK.

In spite of the carping of would-be critics, at the methods and plans of our public schools, we never knew a time when there was so general and friendly an interest in public-school work manifested; and this not only on the part of those directly connected with the work, but of outsiders also, those whose concern is only the common concern of the whole nation, the kindred interest of the human race.

It may be that the criticism alluded to has in a measure aroused or at least intensified the manifestation of this interest. Every intelligent American understands — if he has given the subject any thought whatever — that our prosperity and liberty are largely dependent upon the efficiency of our public school system. When, therefore, the outcry of the alarmist is raised, declaring that this system is inefficient to the very degree of worthlessness, intelligent men and women feel that it is time to look into the matter, to test the falsehood of the outcry, and disprove it ere the ignorant are terrified and injured by it. Thus the croaking of positivists has been productive of a good which they little contemplated. "The public school is worthless," they say; "throw away the great, unwieldly system, and in its stead have private or parochial schools, which being simple in plan, can be more easily made effective."

"Never!" thunders the reply from millions of patriotic citizens. "We will never give up our public school system. Faulty it may be, but our duty is to reform these faults, and make it the grand and popular advantage which its founders meant it should be. No parochial school system, however excellent within its limited scope, can ever be made what this can be — the very guarantee to all of liberty, equality and fraternity, the foundation principle, and privileges of a true republic."

We are now at the close of an institute session marked, we dare to say from our own observation, as well as what has been told us, by a degree of enthusiasm quite unparalleled in previous sessions. Teachers of every grade have met at these meetings, the veteran instructor whose best years and strength have already been spent in his noble calling, and the eager young graduate, on the threshold of the profession, with nothing, as yet, of the teacher about him but his ambition and his certificate. All were full of ardor and interest, anxious to appropriate and test all new ideas that were good and helpful. All felt, perhaps as never before, the nobleness of the cause in which they were engaged, and the need of comradeship, and strong, united effort, not only in their crusade against ignorance, but also to uphold the honor and the worthy object of their work against splenetic and pessimistic detractors.

It is a mistake to imagine that our public schools are losing friends. Not only are the teachers therein filled with renewed ardor in their work, but a wave of popular sympathy is sweeping over the land, which lifts them over all petty discouragements. Not a little significance is there in the fact that the South, with her growing wealth, her re-awakening public spirit, is now coming into the ranks of the public school defenders. It is not long since the Southern States were outspoken in their enmity to public schools. Now they are seeking to be enrolled as friends and supporters of these worthy institutions. Institutes for teachers have been held in a number of the Southern States this summer, all it is reported, largely attended, and carried on with ability and enthusiasm. Perhaps nothing could more conclusively prove the inherent vitality of the public school system, than the favor which it has gained with the educated class of the South, a class which, but a few years ago, looked upon it with absolute detestation and scorn.— *Present Age.*

SUGGESTIVE TOPICS FOR DISCUSSION AT TEACHERS' MEETINGS.

BY W. W. SPEER.

I. *Reading.*—1. The purpose of reading. 2. Methods to be employed in teaching beginners. 3. The time to begin to teach a pupil to read. 4. A pupil should not learn to read before he is familiar with his surroundings. Why not? 5. The effect on reading of training pupils to spell and pronounce words they do not understand. 6. Methods of securing good supplementary reading. 7. A knowledge of the rules for inflection and emphasis does not aid in securing natural expression. Why not? 8. Should ideas of color, form, number, distance, direction, size and weight be developed before children are taught to read?

II. *Language.*—1. When and how we should begin to teach pupils to speak and write correctly. 2. Grammar as a study. 3. When should we begin to teach parsing and analysis? 4. A teacher should understand the principles of language. Why? 5. How to secure materials for written exercises.

III. *Geography.*—1. How shall we begin to teach the subject of geography? 2. How to use the sand box and the molding board. 3. The principle we violate if we begin to teach text-book geography before teaching real geography. 4. The aim in teaching map drawing.

IV. *Arithmetic.*—1. A discussion of the Grube method. 2. A discussion of the Quincy course of study in arithmetic. 3. Dolan's drill tables. 4. Teaching addition by the "Word Method." 5. What should be taught in the common schools? 6. How to secure neatness, accuracy and rapidity. 7. Measures.

V. *Spelling.*—1. The relation of spelling to the other branches. 2. Best methods. 3. Spelling words in advance of the development of these words in other branches. 4. The effects of guessing at the spelling of words. 5. How to guard pupils against making mistakes.

VI. *Miscellaneous Topics.*—1. Rousseau. 2. Comenius. 3. Pestalozzi. 4. Frœbel and his system. 5. Color and form — how to teach them. 6. How to train pupils to generalize — to return to nature. 7. Class exercises illustrating methods in the different

branches. 8. How to make teaching a profession. 9. Calisthenics. 10. Care of school grounds and school house. 11. Industrial work. 12. Industrial exhibits. 13. Why ought drawing to be taught before penmanship? 14. The value of drawing as a means of expression. 15. How to teach drawing. 16. A discussion of the relation of the common school studies. 17. The effect of accepting poor work. 18. District libraries. 19. Division of the animal kingdom. 20. Kindness to dumb animals. 21. Clay modeling, paper folding, stick laying, peas work. 22. The principle of the whole before the parts applied to teaching reading. 23. "That which we know *thoroughly* contains an explanation of what we do not know." 24. "Observation is the absolute basis of all knowledge." 25. Expression is a measure of knowledge," or of the accuracy of the observation. 26. "It is what the child does for himself that educates him." 27. "The primary principle of education is the determination of the pupil to self-activity." 28. Quality and not quantity. 29. Impression before expression.

[As the time for resuming work in local teachers' associations is at hand, the above is republished from the *N. Y. School Journal.* Sometimes difficulty is experienced in readily selecting topics for essays and discussions at such meetings, and lists of topics like the above may be found helpful and suggestive, if not in the precise form in which it is most desirable to consider these subjects. Certainly they suggest themes of wide range and practical utility.—ED. JOURNAL.]

WHY WE "MIGRATE."

BY AARON GOVE.

No small part of school troubles arise from misunderstandings caused by the teacher, and for which the teacher is chiefly responsible. Of the hundreds of teachers now about folding their tents, many can find, upon reviewing the year's work, that some trivial and avoidable incidents have led to prejudices culminating in active opposition and positive enmity. In tracing causes of dissatisfaction, one usually finds that the school did no actual wrong; that the management was entitled to the full support of the authorities; yet there lurks about the affair an unexpected idea that a more judicious line of conduct might have averted the unsatisfactory issue.

Prejudice and enmity are frequently engendered against teachers

and principals, especially during the first year of service, for slight and sometimes ridiculous causes. One's first year in a district is, for more than one reason, the critical and precarious one. The earnest and honest teacher, who believes that the exact truth should be told, errs in saying to the mother of a boy, "he is very dull of comprehension." Suppose he is; it is not likely that the mother will believe it, and it is very likely that she will fail to appreciate the zeal that proclaims the fact. Failure to comprehend the relations of parent to child accounts for many a distressed hour of the teacher.

Writing notes to the home is a fruitful cause of misunderstanding. Only a master of the language can write a direct epistle without the probability of a reader's appropriating a meaning not intended by the writer. Notes are often misconstrued, and a little tempest caused thereby, when a personal interview would be sure to bring about the desired result. It is a cheap and easy thing to sit at one's desk and send to the home a note of complaint; the outcome is much safer and usually more effective if a visit be made to the house.

It is well known that true politeness is of the heart; however much may be there, the exterior should indicate its existence. "You are a liar!" "You are a thief!" "You are ill-bred!" taken alone are monstrous expressions to pass from teacher to pupil, but they do pass from those who ordinarily are ladies and gentlemen. Such expressions are buried in a mass of colloquial verbiage, and not as emphatic as when the child repeats them at home, stripped of all modifying circumstances, and so holds them up in all their unsightliness.

Corporal punishment can never be administered satisfactorily to the home until entire confidence in the teacher obtains with the parents. It is my belief that usually either the father or the mother in every home never fully forgives the person who strikes with blows any member of the family. I know the school is urged to whip, and the assurance is given that the home will approve, and it does approve, and so duty is accomplished; nevertheless, behind all outward show of approval, the shadow of bitterness toward the whipper lies in the home. Whipping is necessary; it must be done; sometimes by the teacher, and always to his detriment.

A compromising and conciliatory policy need never mean sacrifice of principle or dignity. One may be sensible of deep convictions, and yet not proclaim such convictions upon unnecessary occasions. No power competent to direct successfully the district schools can lie in a purely negative character; but the evidences of a positive character are not necessarily offensive. It has often been said of one of our old Illinois schoolmasters, who always made students, but who "migrated" yearly, until he left the profession, that "he would cross a block and turn a corner for the purpose of treading on a man's toes."

It sounds simple to write that it is unnecessary to tread on people's toes often, but, as I understand it, that is what causes the frequent changes of teachers in our schools.—*Ill. School Journal.*

CURRENT EVENTS IN SCHOOL.

We have long studied the problem of introducing current matters into the school-room. In common with other teachers we have used the daily paper, but only to be disappointed or disgusted. We do not know of a daily paper fit to take into the school-room. The fact is, that the matter for which the constituency of a daily paper is ravenous is matter which, to a large extent, a judicious teacher would greatly prefer to keep from the eyes and thoughts of his pupils. There are several weekly papers which do well in the school-room; but each of them contains more or less matter which is not available for school use, and in every case the price is so high as to prevent their extensive purchase by pupils.

But the demand that our pupils shall know more about matters that are going on day by day is becoming louder and louder. On no one point are our schools and teachers so sharply criticised as in their want of attention to current matters. In every instance that has come to our attention in which the press has noticed the introduction or use of the daily paper in the school it has been heartily commended. Wherever wide-awake teachers have undertaken to enlist the interest of their pupils in the world of to-day, they have been uniformly and conspicuously approved by all intelligent patrons. Prominent educators without exception, so far as we

know, encourage the movement, their only hesitation being due to their fuller appreciation of the evils attending the use of the daily paper, hitherto the only practical agency within reach.

On the other hand, the ignorance of teachers themselves upon affairs of the day is a cause of mortification to their more intelligent fellows, of ridicule to the outside world, and of lamentation among examiners. Every county examiner can give instances of ignorance of current matters which bring the blush of shame to the cheek of every one who has the right to be called a teacher. In a recent examination in Illinois, one teacher thought that Frelinghuysen is the name of a machine. Another did not know what a telephone is, and thought that a bicycle is a musical instrument. Several had not heard of the great freshets and of the Star Route Trials. What wonder that our pupils lack general intelligence while such persons are allowed to teach!

Hence there is both an urgent need and demand for introducing current history into our schools. The wonder is that the movement progresses so slowly. It is a change inevitable sooner or later.

As we have observed there are two chief dangers in this matter:

1. There is the danger to which we are all prone more or less of unduly magnifying the present. We forget that the matters which so absorb us are largely ephemeral. Such affairs should not have a place above those of greater importance and which have already passed into permanent history. Indeed the most potent argument although not the most commonly urged for thus introducing current matters, is the effect that current history has in developing the intelligence of pupils so that they can read to better purpose the established literature of the world. Current history should be mainly accessory.

2. The tendency among teachers who have not the largest fund of information and good judgment to go too largely into details, irrelevant or unimportant. Where and when men of the present were born are rarely facts of value to the young. At best they are not of sufficient value to justify the laborious memorizing of them. At this writing Gen'l Sherman and Gen'l Sheridan are incidentally noticeable and nothing more. A passing word is all they should have in comparison with that world hero—Martin Luther—whose

name is also prominent. And even with Luther it is easy to overdo matters. As we get older we forget how much of our knowledge we have got here a little and there a little. It is the frequent recurrence and consideration of topics rather than the detailed study of them at one sitting that serves to impress them upon us. So in regard to administrations and the composition of cabinets. Why burden our pupils with the names of the members of the French Cabinet or Spanish Cabinet? These men can have a personality only to the extensive and mature reader. But illustrations are too abundant that some teachers and some school editors do not know when to stop in this matter.—*The Schoolmaster.*

EDITORIAL.

No teacher attending the meeting of the National Educational Association recently held in Madison, could have failed to be impressed with the prevailing agreement that there is no substitute for the studies of the present curriculum of the common schools. There was no difference of opinion concerning the teaching of reading, writing, arithmetic, geography, and language in the public schools. By a long experience and careful and critical observation these branches have proved of high value not only because of their inseparable relation to the practical affairs of life, but also for their value as the best means through which effectively and symmetrically to develope the intellectual faculties and strengthen the mental powers.

"The question is now, not *what* shall we teach? but *how* shall we teach?" is the epigramatic form in which the demand of the present is frequently formulated. But a little thoughtfulness, and attention to what the best students of school work say, will reveal the fact that this formula is not the best possible expression of prevaling sentiment if it refers to the method of teaching, only. The current sentiment seems to be, that prevailing methods not only need revising, but also the relative importance attached to the several branches needs reviewing. Not only that, but that very much less in quantity may profitably be undertaken and more attention given to cultivating accuracy, precision, and completeness of comprehension of that which is attempted.

There is no doubt that we are still deluded and ensnared by ambition to have our children "go through the book." This standard of progress and proficiency is all wrong. It is a great deal better that children when leaving school at fourteen or fifteen years of age, be able to add, subtract, multiply and divide correctly and quickly, than to say they have "been through the arithmetic twice," and "got the answer" to every problem; better to have mastered some

of the fundamental geographical facts and ideas that relate to the industrial and social features of human life, than to have spent the years in mastery of names of straits, bays, capes, or countries even, of which nothing but the name and location is learned; that they have been drilled in correct, forcible and elegant expression, by the use of the English language, than given ability to repeat rules of grammar and multitudes of exceptions; that they read easily, and intelligibly, spell correctly, and write legibly, than know the tricks of the elocutionist, or the pen or crayon artist in picture making, or carry in the memory long lists of catch words, which if not obsolete are not in common use, to be paraded in spelling matches.

The demand of the times is for careful elimination and intelligent discrimination in the use of branches everywhere agreed upon as properly included in common school studies; a clear, strong, and well-settled conviction of the ends to be sought through school training; a careful consideration of the various methods of good teachers, and selection of such as can be used with effectiveness and ease.

These suggestions are written for teachers of ungraded schools, who are left so largely, in the beginning, during the progress and in the completion of terms of school to their own unadvised judgment, to organize, direct and pursue all plans for school work; and we urge the same consideration, forethought and intelligence, which their brothers bring to the production of a crop of sorghum, tobacco, or corn, and to the growth and care of pigs, calves and colts. When this is secured the "new education" will be an accomplished fact.

In all the counties of the state, elections of county superintendents will take place in November next. The real elections, in most cases, will be made the present month in nominating conventions. No local officer to be elected has it in his power to be so useful, or worse than useless, as the county superintendent of schools. He may be a constant inspiration and irresistible force in all the teaching corps under his supervision, leading, guiding, helping, so that every effort to do good work shall be a more intelligent and effective endeavor to improve upon all previous efforts, or he may by his spirit, conduct, conscious and unconscious influence beget an indifference to the just claims of the high calling of the teacher. By a perfunctory discharge of the duties of his own office, he may induce and encourage mechanical, routine, lifeless and purposeless work in the school rooms, and by low standard of manners and morals in his own life, do much to weaken conscientious consideration and labor to secure moral as well as intellectual results of school life and training. The possibilities of this office are so great, for good and for evil, that it is incumbent upon every friend of the public schools, upon every person interested in the good order of society, and every individual who cares for the well-being, prosperity and capability for usefulness of the generation now under training for the work of real life, to make some effort to secure for these positions, candidates with intellectual, moral and executive abilities equal to the demands of the office. High moral character, the

instincts and manners of a gentleman, sympathy with and interest in the work of the teacher, studious and industrious habits, with the energy and force that are born of earnest conviction and glowing enthusiasm, these are the qualities that will make the superintendent a power for good in any county. Will not the friends of the schools, and the lovers of the children and the patriots of all parties, see to it that good and fit persons only are called to the supervision and direction of the schools in the several counties?

AMONG the changes in principalships in the state, this year, not heretofore noted, are the following: C. F. Ninman, of Watertown, takes the school at Sauk City, in place of E. C. Wiswall, who goes to Prairie du Sac. H. F. Bowell, of Clinton, takes the school at Menasha, in place of E. G. Haylett, who goes to Sheboygan. G. E. Cabinis becomes principal at Viroqua, in place of C. J. Smith, who takes up the study of law, and Mr. Chas. M. Fox, of Muscoda, succeeds Mr. Cabinis as principal of the "Rock" school in Platteville. Prof. U. W. Lawton, of Jackson, Mich., succeeds Prof. W. H. Beach at Beloit, who goes to Madison. J. H. Gould takes the school at Geneva Lake, and Wm. E. Ritter succeeds Mr. Gould at Oconto. Allen B. West succeeds J. S. Thomas, at Reedsburg, who takes up the study of medicine. J. Handschiegel takes the school at West Bend. Milton Nelson, a graduate of the University, class of '84, becomes principal at New Richmond, and Geo. F. Wells at Marshfield. Lindsay Webb, principal of seventh ward school, Milwaukee, resigns, to take the position of associate general agent of the Northwestern Life Insurance Company; his successor is Mr. W. H. Richardson, of Milwaukee.

IT has grown into a practice at several of the county agricultural fairs to recognize the public schools, by offering premiums for certain kinds of school work, and for products of labor and skill of school children. This year, at some of these fairs, arrangements have been made for a "school day," on which pupils enrolled in the public schools are admitted free, and exercises especially adapted to interest young people are provided. Walworth county is worthily leading in this enterprise, and great interest is excited in the county, which will inure to the advantage of the society as well as to the children and the public schools.

And now we have the announcement that the officers of the State Agricultural Society are to recognize the public schools by a "school day" at the state fair, and September 17th is set apart for the children's gala day. Every child in the state under sixteen years of age is invited to attend, free admittance is given, a competitive test of oratory by one representative from each congressional district will be attempted, and a speech by ex-Gov. St. John, of Kansas, is promised.

There may be some difficulty in arranging for the test of oratory, in view of the fact that until about that time very few schools will be in session; but the significant fact in these announcements is, that the public school is becoming more and more recognized as an important factor in our modern life and civilization.

THE official report of the proceedings of annual meeting of the Wisconsin Teachers' Association reached the JOURNAL too late for publication last month. In the review of the exercises given editorially in the August issue, so many things were left out relating to the business transactions, that for information, as well as for the sake of maintaining the published official record, it is necessary to publish the report this month. Readers will notice that the statement editorially that Prof. T. B. Pray was re-elected Treasurer, is hardly corroborated by the official record. The statement that a treasurer was elected was true, however.

IN addition to the institutes announced last month, one has been appointed to be held at Stevens Point, August 25, conducted by A. R. Sprague and J. O. Morrison, in connection with the city superintendent F. W. Cooley; one at Watertown, August 25, conducted by city superintendent C. F. Viebahn; and one at Medford, Taylor Co., September 22, conducted by Prof. J. B. Thayer. The institute at Viroqua was held August 18, instead of September 1, and that appointed for Marinette was withdrawn.

COL. H. H. BOYCE, who, for a long period, represented Van Antwerp, Bragg & Co., in Wisconsin, has purchased a half interest in the *Times-Mirror* newspaper, job printing and binding establishment at Los Angeles, Cal., and has become an editor and publisher. He will make a lively one.

AT the special school meeting held in the village of Waukesha for the purpose of taking into consideration the building of an addition to the Union School building, it was voted to erect an addition to cost $5,000, the money to be hired and a tax of $1,000 to be annually raised to pay the indebtedness.

MR. JOHN TATLOCK, Jr., who for a year past has been the efficient and courteous assistant at the Washburn observatory, in the University of Wisconsin, has gone to Beloit, where he assumes the responsible position of director of the Smith observatory, which is connected with the college at that place.

MISS M. H. HOWE, of Oregon, a graduate of the Wisconsin University, class '84, has been appointed by the school board of the city of Janesville first assistant in the high school to fill the vacancy caused by the declination of Miss De-Etta Howard.

REV. PEASE PINCH has accepted the office of superintendent of public schools in the city of Baraboo. This work of superintendency will not, of course, take him out of his pastoral duties, as he will devote himself to it in addition to his former work.

GREAT interest naturally attaches to the work of the public schools in the cities of the state. In these the problem is as stated by Pres. Walker, of New York, not how to take care of a regiment, but how to provide for an army. Whether facilities for education are provided, and to what extent these facilities are improved, are matters of increasing public concern and anxiety from year to year. Few in country districts grow up illiterate; whether few or many are so growing up in cities, is a question which leads to close scanning of reports by city superintendents.

Among the special reports from this source received by the state superintendent, the following present some points worthy of attention.

Supt. Geo. W. Prescott, of Sturgeon Bay, writes:

"I mail to you this day annual report of our city schools. By our charter, the Superintendent is appointed every year by the council, and enters upon his duties about the middle of the last term of the school year; so his report is a summary of his predecessor's work rather than of his own.

"The County Teachers' Institute was held in the city last year just prior to the opening of our schools, and most of the teachers engaged were in attendance.

"The policy of the Board is to make the position of teacher as permanent as possible. Our last year's corps is re-engaged with the exception of principal, who for personal reasons declined the position.

"The old school building is being enlarged this summer to more than double its former capacity, one or two more teachers will be employed, and the grades will be raised throughout. Special attention will be given to the Free High School."

Supt. F. W. Cooley, of Stevens Point, writes:

"I mail you to-day the report of city schools of Stevens Point for the year ending June 30, 1884.

"In addition to this, I am pleased to be able to state that our schools are gradually advancing, both in organization and in methods of instruction. We are following closely a prescribed course of study in each of the wards, and the result has been found to be of great benefit. The different schools are all coming to the same general level, which is necessary to successful work in the higher departments.

"The whole number of pupils enrolled in the city schools during the past year was 1142; the whole number attending any school was 1405; the percentage of enrollment, computed on the number of school age resident in the city, was 61: The average percentage of attendance upon actual membership was 89.6. Our examinations for promotion were held during the last two weeks of the spring term. The average percentage of promotions made, computed on the whole number examined, was 88.

"The total enrollment in the high school during the year was 69; the average daily attendance 54, and the average percentage of attendance 92.6. Three boys and five girls constituted the graduating class, whose average age was 17 years.

"In conclusion, I can say that our school course compares favorably with the best in the state; our graduates are acquitting themselves honorably in business, in the school room, and in higher institutions of learning. Which facts are really the best test of school work."

The Century for September has a splendidly illustrated and exceedingly interesting descriptive article entitled "The New Astronomy," by Prof. S. P. Langley, of the Alleghany Observatory. The article is devoted to sun spots, and is the beginning of a series of articles by the same author which cannot fail to be of great value and interest to the general reader if they approximate in quality the present one. The number, in the departments of fiction, essays, descriptions of real life, poetry, topics of the times, and correspondence, has been seldom excelled by any former issue. Address, The Century Co., Union Square, New York.

St. Nicholas for September is an especially attractive number, containing a happy combination of those features which go to make up a successful child's magazine. Among the stories are one of Frank R. Stockton's inimitable fanciful tales, entitled, "The Queen's Museum," with four of Bensell's characteristic illustrations; the first half of "The Dalzells of Daisydown," a fresh and breezy study of boy and girl life, by E. Vinton Blake; and "Benny's Horse," an exceedingly amusing and naturally told story, by Mary Catherine Lee. But "truth is stranger than fiction," and the three natural history papers in this issue — "The Bird Matinee," "Swordsmen of the Deep," and "A Story of a Tree-Frog"— will be found to bear out the truth of the maxim.

The Practical Teacher, formerly published in Chicago, but for the last year in St. Paul, or Minneapolis, has returned to Chicago for a home, and beginning with the September number, will be under the editorial management of Col. Francis W. Parker, of the Cook County Normal School.

In the July number the editor outlines his purpose and plans, and promises to make the paper a help, inspiration and guide to teachers. Hereafter we shall not be obliged to take second hand reports of Col. Parker's doctrines, but get them in his "original" language from month to month in his organ.

Our friend E. O. Vaile, of Oak Park, Ill., seems to be extending his educational publication, and we are glad to note the success attending his enterprise. Besides the supplementary and sense reading exercises of various grades, he now publishes "*Intelligence*," a semi-monthly for teachers, and "*The Week's Current*," a weekly journal for schools. If any man can make these papers what such papers ought to be, Mr. Vaile, we think, can do it. For terms see advertisement.

MINUTES OF PROCEEDINGS OF WISCONSIN TEACHERS' ASSOCIATION.

ASSEMBLY CHAMBER,
MADISON, July, 14, 1884.

President J. W. Stearns called the association to order at 8 o'clock P. M., and introduced Hon. B. G. Northrup, of Connecticut, who delivered an address upon "The School and the Home," at the conclusion of which it was voted to appoint a committee to report a plan for securing the general observance of Arbor Day in Wisconsin.

On motion of the Secretary, the committee on enrollment was announced as follows:

President, Duncan McGregor, Prof. E. R. Smith, Prof. J. H. Gould.

On motion the Association adjourned.

TUESDAY, July 15, 1834.

Immediately upon convening the President announced the following committees:

On Arbor Day: Hon. Rob't Graham, Prof. J. Q. Emery, Supt. Wm. E. Anderson, Pres. G. S. Albee.

On President's Address: Prof. C. W. Sawyer, Prof. L. H. Clark, Supt. O. E. Wells.

On Honorary Membership: Hon. W. H. Chandler, Supt. A. Hardy, Supt. J. T. Lunn.

On Nomination of Officers: Pres. W. C. Whitford, Prof C. F. Viebahn, Hon. W. H. Chandler.

On Finance: Prof. I. N. Stewart, Prof. A. R. Sprague, Prin. W. J. Desmond.

The President delivered his address on "Elementary Education."

The amendment proposed at the winter session of the association being called up, it was read and adopted, thus making Article II of the Constitution read as follows:

"This Association shall consist of school officers and persons engaged in teaching throughout the state; and the annual fee shall be, for men, one dollar, and for women, fifty cents.

Then followed brief addresses, abounding in reminiscences of educational work in Wisconsin, by the following Ex-State-Superintendents: Hon. A. C. Barry of Lodi, Wis., Dr. Lyman C. Draper of Madison, Wis., Dr. J. L. Pickard of Iowa City, Ia., Col. Jno. G. McMynn of Racine, Wis., Bishop Samuel Fallows of Chicago, Ill., Pres. W. C. Whitford of Milton, Wis.

The Association then took a recess until 2 o'clock P. M.

JULY 15, 1884, 2 o'clock P. M.

When the meeting was called to order, Prof. I. N. Stewart introduced the following resolution, which was adopted:

"WHEREAS, The annual reports of the State Board of Health have contained many papers of especial value to the teachers of Wisconsin, and instruction to

the people generally; and whereas, by chapter 320, Laws of 1883, the future publication and distribution of said reports, as heretofore made, has been rendered impracticable,

"*Resolved*, That the Wisconsin Teachers' Association regards the reports of the State Board of Health heretofore published as documents of very high educational value, and worthy of the widest possible circulation among the people of the state.

"*Resolved*, That this Association greatly regrets any change in the method of publishing and distributing said reports which will tend to limit the dissemination of the information contained therein, and recommends its members to use all proper and available means to impress upon the honorable the Legislature and individual members thereof the importance of the work thus far done by the State Board of Health, and of bringing it as much as possible to the knowledge of the people.

"*Resolved*, That a copy of these resolutions, duly authenticated, be forwarded to his Excellency the Governor, and to each branch of the Legislature when that body shall next convene."

Supt. Lunn then moved the appointment of a committe of three to draft and circulate a petition to the Legislature for the re-enactment of the law concerning public school libraries which was secured by Supt. Draper, and afterwards repealed. After brief discussion by Messrs. Sprague and Chandler, the motion prevailed. The chair appointed as committee Supt. J. T. Lunn, Prof. G. S. Albee, Prof. S. A. Hooper.

Prof. A. Salisbury, of Atlanta, addressed the Association upon "Educational Systems in the South." This elicited some discussion from Prof. Davis of Mississippi, Prof. Porter, of Alabama, and Prof. Bryan, of Texas.

Supt. Robert Graham presented his report on "Instruction in the High Schools in the Theory and Art of Teaching."

Prof. Beach opened the discussion of the paper, favoring its adoption. He was followed by Prof. Albee, in opposition to the report. Messrs. North, Emery, Graham, and Clough continued the discussion. The report was finally adopted.

The secretary then presented the report on the by-laws of the Association. The following is its text.

"RULES OF ORDER AND PROCEDURE.

"In compliance with the request made at the December meeting 'to codify the rules of order and procedure as found in the records of the association,' your secretary has carefully examined the minutes of every meeting held by this body during the thirty-one years of its existence, and begs leave to make the following report:

"The fundamental body of law of the Wisconsin State Teachers' Association plainly demonstrated that its organizers recognized the fact that 'constitutions are not made; they grow.' So, also, the rules found in the records show that in this direction, at least, we have been a very conservative body. Some of these

regulations are found formally stated in the minutes; others are implied by the constant unchanging action of the Association.

"RULE I. The president shall at each meeting appoint a committee of three, whose duty it shall be to report at the semi-annual meeting upon 'Improvement in Methods of Education.'

"RULE II. The secretary shall keep, and publish in THE WISCONSIN JOURNAL OF EDUCATION, full reports of the proceedings of each meeting, and also of all papers read before the Association by its members.

"RULE III. All papers whose full texts would require for delivery more than fifteen minutes shall be read by abstract, and published in full in THE WISCONSIN JOURNAL OF EDUCATION.

"RULE IV. In making up the programmes for regular meetings of this Association, the president and Executive committee shall provide for the presentation of papers, the reading of which shall not occupy more than one hour during each half session, and for one lecture each evening, to occupy not more than one hour; and they shall also make ample provision for the discussion of said papers and lectures, immediately subsequent to their presentation or delivery.

"RULE V. In making arrangement with the authors of papers and lectures, it shall be the duties of the officers mentioned in the foregoing rule to communicate to them the purport of Rules III and IV.

"RULE VI. 'Roberts' Rules of Order' shall be the parliamentary guide of this Association.

"RULE VII. The president shall at each meeting appoint the following committees, viz.:

"1. Committee on Enrollment, whose duty it shall be to secure full lists of members. Of this committee the secretary and treasurer shall be *ex-officio* members.

"2. Committee on Resolutions, the report of which shall be heard just before the close of the session.

"3. Committee on Honorary Membership whose report shall be heard immediately before that of the committee on Resolutions.

"RULE VIII. The president shall at each annual meeting appoint the following committees, viz.:

"1. Committee on Distribution of the President's Address, who shall report at the same meeting.

"2. Committee on Nomination of Officers who shall not however present a name for the presidency.

"3. Committee on Finance who shall audit accounts of secretary and treasurer.

"RULE IX. The president shall at each semi-annual meeting appoint one member to serve for three years on the Advisory committee.

"RULE X. The secretary shall each year publish in the December number of the Wis. Journal of Education a list of the members of this Association. One month before the publication of this list, he shall notify each member who is in arrears for annual dues that his name is about to be stricken from the rolls; and

no name shall be dropped from the lists until such notice shall have been duly given.

RULE XI. This Association shall at each semi-annual session elect its representative to the N. E. A.

"Some of the foregoing rules, which are all that have been adopted up to this date, have become dead letters. Your secretary would therefore suggest that this Association do now proceed to reaffirm such as to-day seem worthy and to repeal such as only serve to rob the enactments of this body of the force they might otherwise possess. All of which is respectfully submitted.

"C. H. KEYES, Secretary.

"MADISON, WIS., June 15, 1884."

This report was referred to a committee of three to make any needed modification and print in Journal of Education as modified, for action of the Association in December. The chair announced as such committee C. H. Keyes, A. R. Sprague and C. F. Viebahn.

The following resolution was introduced and adopted:

"*Resolved*, That a committee of three be appointed to consider and report at the executive session of this association upon the best means of securing the publication and distribution of papers, discussions and reports of this society."

The chair appointed on this committee T. B. Pray, R. W. Burton and H. J. Taylor.

The committee on the President's Address then made the following report:

"The committee to whom was referred the address of President Stearns for distribution of topics would recommend the appointment of committees as follows, viz.:

"*On Oral Instruction* — Miss Rose C. Swart, of Oshkosh; Prof. A. F. North, Pewaukee; Pres. W. D. Parker, River Falls.

"*On Reading in the School* — Supt. W. E. Anderson, Milwaukee; Prof. J. C. Freeman, Madison; Prof. A. J. Hutton, Plattville.

"*On Supplementary Reading* — Prof. H. D. Maxson, Whitewater; Prof. W. H. Beach, Beloit; Prof. N. C. Twining, Monroe.

"Respectfully submitted.

"W. C. SAWYER,
"L. H. CLARK,
"O. E. WELLS,
"*Committee.*"

Prof. Pray moved the appointment of a committee with power to print and circulate copies of President Stearns's address. The motion being carried, the chair announced as such committee T. B. Pray, A. W. Burton and H. J. Taylor.

The Association proceeded to the election of officers. Prof. A. J. Hutton and Supt. R. W. Burton were named as candidates for President. The informal ballot stood as follows:

For A. J. Hutton, 17; for R. W. Burton, 21.

The informal ballot was made formal, and R. W. Burton was declared duly elected president for the ensuing year.

The committee on nomination of officers then presented the following report, which was adopted and the persons named therein duly elected.

"*For Vice-Presidents* — A. R. Sprague, of Racine; C. L. Harper, of Hazel Green; Mrs. E. Dwelley, of Hudson.

"*For Secretary* — C. H. Keyes, of River Falls.

"*For Treasurer* — L. H. Clark, of Tomah.

"*For Executive Committe* — J. W. Stearns, of Whitewater; L. D. Harvey, of Sheboygan; N. C. Twining, of Monroe; D. McGregor, of Platteville; S. A. Hooper, of Milwaukee.

"On motion a vote of thanks was tendered the President, Secretary and Treasurer for the faithful discharge of their duties.

"It was moved that report of the Finance committee be made to the executive committee. The motion prevailed, and the Association adjourned *sine die*.

"C. H. Keyes, Secretary."

NOTES.

The Bloomington, Grant County, people are to erect a new school house on the public square in that village next year at a cost of $5,000.

C. H. Keyes, Secretary of the Wisconsin Teachers' Association, who for the last year has held a position in the Normal School, at River Falls, has been released from his engagement at the earnest solicitation of friends and patrons of the public school, to resume the principalship of the public schools in that place.

If there is any one thing which the teacher of the young should remember above all others, it is the fact that what a child will do under any given circumstances is largely determined by habit. What he is accustomed to do, the boy or girl is almost sure to always do. Tardiness, imperfect recitations, uncleanliness, even laziness and truancy, can be cured by holding the child rigidly to the practice of the opposite virtues until it has crystalized into a habit. To cure defects and a tendency to wrong courses of action will require time and patience on the part of the teacher; but kindness and perseverance will conquer. Moreover, as the *Educational Advance* has it, character itself is but a plexus of habits, so the child must be trained into those habits which will produce the character desired.

It is to be hoped that all our teachers are now prosecuting some well devised plan for the winter term or school year. It is certainly time that such plan should be matured, and that some clear idea of the amount of work to be done should be formed. Every teacher should know about how much of each branch to in-

clude in a four months' term and then how much belongs to each week's portion. Plan for the term first; assign so much, not altogether so many pages, for the whole work, and then so arrange and manage that a just share shall fall to each week and day. See that your plan favors frequent reviews, oral and written, and that the last week of the term be mostly devoted to a general recapitulation. Make constant reference to the circular on the course of study, and make earnest efforts to plan according to its suggestions.—*Supt. E. McLoughlin.*

I HAVE paid particular attention to classification; and have endeavored to promote system among teachers, whereby continuous school work may be done; though the pernicuous habit of changing teachers often. be followed.

This matter of adopting a uniform course of study for the common schools, I believe, is the subject most important at the present time, to all interested in school work. Nearly all teachers realize the importance of this, but are sometimes hindered from carrying into effect by parents and school boards, who have not given the subject their careful thought. A large part of our schools have made a start, and many are working successfully with proper classification and course of study. The number of teachers have decreased during the last five years by a common difference of nearly thirty. This decrease is largely from the male teachers, showing conclusively that teaching has suffered as much, if not more, than any other industry by the western exodus. Nearly all who have left us being experienced teachers, whose place it is difficult to fill.—*Supt. Z. Merrill.*

There is a Platonic way in which to look even at so dry and formidable a theme as expenditures for incidental purposes in schools in large places which is not wholly destitute of good humor. This is the way *The Milwaukee Sentinel* holds up to view the last report of the secretary of the school board of Milwaukee.

No less than twenty-one gross of rubber bands were used for various purposes in the local schools during the year. A number of these bands are chewed by the scholars, but they must have them. It is also estimated that 112,428 sticks of chalk were smeared over the blackboard, fingers, and clothes of the pupils in the same period. The youngsters also used up 1,440 pen-holders during the year and 19,584 pens. To supply these diligent writers it required 375 gallons of ink, which was spread in all manner of characters, from the delicate chirography of the blushing high-school maiden to the hieroglyphics of the youngster in the lowest grade, over 124,720 sheets of paper. The students also managed to make away with 9,880 lead-pencils, and it isn't a good year for lead-pencils either.

Apart from these necessities for study, it took 137 thermometers to register the temperature for the occupants of the public school during the past year. There were also 180 coal-hods provided in the same length of time for the scholars to fall over when the teacher had a headache, and thereby cause a murmur of admiration at the temerity of the wilful stumbler. There were 480 drinking cups used up in quaffing the nectar of Lake Michigan, and in shying them promiscuously through the halls. It required 674 brooms, 36 dust-pans, and 2,088 brushes to keep the floors of the school-buildings neat and clean, and 900 bars of soap and 600 yards of new towel linen to keep the scholars neat and clean.

The total cost of supplies purchased during the past year was $2,569.49.

THE report of the commissioner of education for the school year of 1882-83 shows that at that time there were 16,243,822 children of school age in the United States, 10,013,826 of whom were enrolled in the public schools and

6,118,231 being daily attendants. In the south, out of a Negro population of 1,944,572, the enrollment is 802,982, the percentage of the negroes enrolled being in most of the states about the same as of the whites, while in Florida, Texas and the District of Columbia it is greater. It is also estimated that there are about 570,000 pupils in private schools throughout the country, the average of the children under instruction being, therefore, 21 per cent. of the entire population, according to the last census, and 65 per cent. of the legal school population. The number of public school teachers is 293,294. Their pay ranges from $21.52 and $21.88 paid to white and colored teachers in Alabama, the negroes reaching the higher figure, to $76.73 paid to women in Nevada, and $102.90 to men in Massachusetts. There is a tendency toward higher salaries, eighteen states reporting an advance for both sexes, four for men alone and one for women. The gross income for public schools was $94,327,188, and the expenditures $91,158,039. The estimated real value of school property was $216,562,197, an increase of $30,000,000, Twenty states and territories have passed laws for compulsory education, according to this report, but only Massachusetts and Connecticut have found efficient means for enforcing it. In these states there are 18 colleges and 31 professional schools for the colored race.

THERE is danger that the reaction from the severe measures taken by the "old masters" to secure discipline in the school-room may go too far. It is becoming a canon of pedagogical doctrine that teachers should be always sweet and mild, that the sky of the school-room should be always sunny, and the atmosphere balmy and mild. It is possible to be too-too utterly utter in this line of policy. Beyond a certain point it is weakness in a teacher to be patient. As the harsher modes of correcting children are, one by one, being taken out of his hands by the refining spirit of civilization, not to mention the increasing prankishness of public opinion, the lengths to which the teacher can afford to let the unruliness of children carry them, grow less and less. The teacher's duty and best policy now is to prevent the beginnings of misconduct. To this end it is not out of place to vary the monotony of balm and sunshine with a little storm and thundering. There can be no great objects accomplished without earnestness and zeal; and as school-boy nature is found at present, it is very strange if holy zeal and earnest effort in behalf of the good of the children in his charge do not occasionally develop into righteous anger on the part of the teacher over the misdeeds or shortcomings of his pupils. A teacher uniformly mild, gentle and lovely is likely to be either an incompetent or a humbug,—one who is satisfied with smothness of surface, but who cares little to stir children up from the depths. The best and kindest teachers are those who, when the proper occasion offers, are able to give a good blast of scolding. But the storm should not be the prevailing meteorological feature of the school-room; it should bear the same proportion to the fair weather that it does in the climate of genial zones,—like that of France or Italy, not the extremes of the West Indies, the blizzards of Manitoba, or the frigid and imperturbable dignity of Spitzbergen.—*N. E. Jour. of Education.*

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SELECTED.

REQUISITES FOR PRACTICAL SUCCESS AS A TEACHER.

BY H. E. PAINE.

The qualities which help a teacher to command a good situation may be conveniently grouped under three heads,—power of discipline, a thorough education, and ability to work well with other people. Any principal or committee seeking a teacher, wishes to find one combining all these qualities; but they are rarely to be found, in any marked degree, in the same person. A teacher who unites two of them can usually depend on having a fair position with a fair salary. Accordingly, whoever intends to make teaching a profession must consider his own natural powers in these directions, and decide what kind of self-education is necessary for him.

In schools where the intellectual standard is high, what is commonly called the discipline is easy, for the pupils are occupied and interested in their studies. Discipline is still of importance, but it is of such a nature that it may often be best enforced by a teacher of gentle manners and cultivated mind. But this is not usually the case in the lower schools, where the rough and untrained elements of society are to be tutored. Of course, a teacher need not be rough in dealing with rough pupils, and there are exceptional persons who combine high intellectual attainments and refined

manners with quickness of perception, and that overmastering firmness of will which makes everything yield to its authority. Generally speaking, however, one who has a profound love of books,—such a love as is needed to make a scholar in any high sense,— by this very fact is somewhat incapacitated for the successful management of a hard school. In a room where eternal vigilance is the price of liberty, the mind is too much distracted to do any work except on an exceedingly low plane. The teacher who has the quickest eye, the sharpest ear, the readiest decision,— the one whose faculties are always on the alert, whose wits are always all about him, in the very room, is the one who succeeds in such a place, and enjoys his success. If, by any misfortune, a scholar finds himself in such a place, he must make the best of it and cultivate the qualities belonging to it, and he may with difficulty achieve success; but he will hardly enjoy his success, for it will be bought at too great a sacrifice of what are to him the essentials of life.

Yet such work is by no means to be undervalued. In some respects it is the most important work which can be done now in this country. To bring the lawless elements in our community under the strict dominion of law is so pressing a need that it seems sometimes as if our nation's salvation depended upon it. Happily, there is a large class of our teachers who show this special aptitude for governing.

Only, speaking in general terms, we must say the student is not the disciplinarian, nor is the disciplinarian the student; so that a teacher, starting in his profession, ought to consider which of these two nature meant him to be, and to follow faithfully, so far as he can, his true bent. Of course the one who elects to be a disciplinarian is not to be content with superficial class-work. He must know his lessons, and know them thoroughly; but he must not think himself fitted for a position demanding wide knowledge, or careful reasoning, or critical judgment, or fine poetical discrimination. He must realize that his own proper work is noble and indispensable, and he must not attempt to do another's.

On the other hand, the student is not to be satisfied with lawlessness or inattention in his classes. He is not to fix his eyes on the floor and tell his pupils a series of erudite facts. If he cannot im-

part his knowledge in such a way that his pupils actually receive it, he has mistaken his vocation. He may be a good writer, or annotator, or translator, but not a good teacher. The teacher who is a student must strive for the best possible discipline among his pupils, but he must realize that the kind of discipline which he can enforce will be that which is almost unconscious; and he must, if possible, find a position in which the qualities of a student are needed.

And here teachers find a difficulty. At graduation, very few persons have enough special knowledge to enable them to fill situations in the higher schools. The number of schools in which discipline is the first requisite is so much the larger, that a young woman who is secretly sure that her true power lies in the direction of scholarship rather than discipline, may be forced to begin in a school where scholarship counts for little. Of course she must then do her best. But if she wishes ever to do any satisfactory work she must look forward a little at the same time. She will not have much leisure for study, and it will be vain to try to make of herself a universal encyclopædia. But if she will carefully decide the line of study for which her ability is greatest, and steadily pursue that, she will, in a few years, find herself fitted by education for the place for which she is fitted by nature. Many young teachers are dissatisfied with their places, and wish for higher ones, while they do absolutely nothing to fit themselves for anything higher; and this in a great measure because they do not realize the enormous distance between the knowledge of a subject which was sufficient to give them a diploma, and the knowledge of the same subject which a special teacher of that branch requires.

Having decided whether one is a disciplinarian or a student, and having determined to work in one's own special line, unless the fates are more adverse than they usually are, there is still something of importance to consider if one wishes to be a practically successful teacher. Can he work well with others? With some principals, this is the first question in selecting a teacher. One may be a very Napoleon for discipline, and a Dr. Johnson for learning, and still be an intolerable teacher.

Naturallly, working well with others depends on character, but as there are persons of fine character who fail here, we will specify

a few points of importance in securing this end. First, the teacher must understand where his own place is; that is to say, he must do his own work without shirking, or expecting other people to help him out, while at the same time he must obey those in authority over him, whether principal or committee. If he thinks he can see a better way of working than that prescribed, he should, of course, say so respectfully, but he must not insist upon his own way, except in cases of absolute right and wrong. He may think his judgment better than that of his superior, and it may really be better; but then, on the other hand, it may not be. At all events there cannot be two rulers, and a constant struggle for mastery wastes in friction all the energy which should go to instruction. The person who cannot submit to those placed over him, cannot succeed practically as a teacher.

Second, he must not interfere in any way with the work of others. If a teacher seems to do his work badly, still it is not the concern of another teacher, unless he is absolutely asked for advice by the teacher who is in difficulty, or is urged to give judgment by those who have a right to his opinion. He should remember, too, that the teacher he criticises may really be doing better than himself.

Third, he or she must know how to be absolutely silent on shcool affairs. There must be no school gossip even among intimate friends. Nothing is more common, and nothing is more pernicious. Speak of school affairs only to the persons with whom they must be discussed as matters of business. Do not weary the principal with anecdotes of your difficulties with your scholars, unless you need his advice and are prepared to take it. Do not criticise your fellow-teachers in talking with other people. Do not complain to the teachers that the principal is weak and ignorant. Do not explain in general society that you hate teaching, or that you love it, and do not bore the community with school-room experiences. The golden gift of silence helps a teacher more in working harmoniously with others than any other trait,—more even than unfailing good temper.—*N. E. Jour. of Education.*

WHAT is true anywhere is true everywhere.—*Emerson.*

FIRST DAY IN SCHOOL.

First, get your school.

This preliminary work is not well done unless there is a clear understanding between you and the trustee as to the precise duties you are expected to perform. Know whether or not you will be expected to perform the duties of janitor; what holidays will be demanded; what is the requirement of the trustee in regard to township institutes and county associations, etc.

Having made your contract, abide by it, unless honorably discharged. It is common for school authorities to release teachers from their obligation to perform their contracts when they have better positions offered to them. This custom has grown up wholly from the consciousness on the part of employers that the pay of teachers is too small, and a feeling that they should be permitted to do better if they can.

But from a business point of view the teacher has no more right to demand release from his engagement because he has a chance to get a higher salary than the trustee has a right to demand a like release because he has a chance to employ a better teacher.

The next preliminary step is to see that the school house is put in good condition before the day of opening the school. The room should be cleansed, the walls whitened if dingy, the blackboards repaired, the maps hung, and everything done that can be to give an air of cheerful welcome to the pupils.

The teacher should be early at the building on the first morning, and extend his cheerful greetings to the children as they assemble. A first impression of kindness and amiability will add great support to the teacher in his attempt to establish proper order and attention to business on the day of beginning.

Start with the determination to make the school room a happy and busy place, and renew this resolution every morning. The importance of the prevalence of feelings of mutual kindness and contentment in the school cannot be overestimated. Kind and amiable teachers, though inefficient, are always preferred to unsympathetic and unamiable teachers, though otherwise efficient, and for good reason. The silent influence of the teacher is more powerful in primary education than is his direct instruction.

Come to the school house on the first morning with a carefully arranged order of exercises for the entire day, and follow it. Where a graded course of study is in operation, the records of the preceding school will give the classification of all the children who attended during that session. There may be some present who have never attended the school before. These should be classified as early as possible.

But seek, in the first place, to set every one at work upon something in which he is interested. Make things *go* from the start. Throw life and animation into the exercises, and do not allow them to drag. A little time may be required to enroll the names of the pupils and assign them to classes. This would better be done before school, as they assemble. It can be quickly done where a graded course of study is established, as is now the case in most counties. This personal contact with the individual pupils, made in the effort to learn the names and degree of advancement, will, if properly improved, establish a friendly feeling between teacher and pupils before the position of authority is assumed.

Call the school to order when the time arrives, and proceed to business. Our advice is to begin the work of each day with a pleasant and cheerful morning exercise that shall teach some good lesson. A few verses might be selected from the Bible that commend order, and a short story might be told or read that would exhibit the evil effects of disorder. This will put the minds of the pupils in a proper attitude to receive kindly the suggestions of the teacher about the necessity of maintaining order from the first.

Do not deliver a lecture, but set every one at work as soon as possible. The older pupils will be set to preparing certain well defined lessons, which the teacher has previously selected. The younger pupils will be called up and after a short exercise be set to some task of slate work, or work with alphabet cards, shoe pegs, or some other primary apparatus. Then, in order of the program, the other classes will be called and disposed of in a similar way.

Be sure to make the work of the first day impress the thought upon the pupils that the teacher feels kindly towards them, that he is master of the situation, and that he has come there for business.

There are two extremes to be avoided by every teacher. The one is that familiarity with the pupils that breeds contempt, and the other, that austerity of manner that repels all freedom of social intercourse. The relation of teacher and pupil should never be entirely dissolved even when they meet in society or the home circle. It should be the relation of parent to child, of leader to the led, of the older to the younger, rather than that of perfect equality.

Our admonition to young teachers is, Be in earnest. Have a desire to do something to help your pupil, and strike as directly at that something as you can. When there is a clear view of the thing to be done, and an intense desire to do it, success is certain. A way will be found to bring the pupil on, though it may not be the shortest or freeest from obstructions.—*Ind. School Journal.*

HOW TO KEEP THE LITTLE ONES EMPLOYED DURING STUDY HOUR.

In every school where there are little ones — whether few or many — the question of how to employ busy hands and bright eyes during the study hour is an important one. A request reaches the primary department for some suggestions under this head. The following plans have been successful in the writer's experience:

First, then, the indispensable slate and pencil. Children six years of age are perfectly capable of copying the curves which make up so large a part of the script letters, if the teacher will place each on the board plainly. The child makes the curves more easily than he does the straight lines, mainly because defects are not so conspicuous in the former as in the latter; but he may soon try both. Two essentials to success in this exercise need to be noticed; namely, that the pencils be sharp, and that the work be examined, and commended or corrected by the teacher. If these two conditions be complied with, and if the exercise be not continued for too long a time without a change, pupils will return to it with zest each day. It is better to do this work than to print. There are two good reasons for this: first, it is good preparation for penmanship, and second, it does not cramp the hand as does the printing.

If it is desired to rule the slate for this exercise, take a 404 Gillott's steel pen, break out the points, turn it upon its back, hold it at an angle of forty-five degrees and draw it across the slate beside a ruler. The lines can be made light or heavy according as desired. If done precisely as indicated above, the space between lines is exactly the proper height for small letters. From this writing exercise it is easy to pass to simple drawing exercises of squares, oblongs, triangles, circles, etc., which the teacher places on the board to be copied. The teacher need not insist on great accuracy, but rather secure facility. Besides these exercises in copying, let the children invent drawings, if only it be done quietly. Even if a pupil should produce a counterfeit presentment of the teacher, recognize and encourage the talent.

As pupils grow older the exercises in copying arithmetical tables and supplying the answers, of writing spelling lessons from book or board, writing the names of all the things visible in a picture, etc., etc., furnish profitable and interesting work for all.

Next, shoe pegs. These can be obtained by the quart from the nearest shoemaker, at a cost of from five to ten cents per quart. Their uses in the primary school are various. Draw stars or other pointed figure on the board, and show pupils how to imitate on desk by using one shoe peg for each line. Magnified views of snowflakes give beautiful patterns, and the teacher can easily invent many others. Make squares by using one peg for each side; larger ones by using two placed end to end for each side. Rhombs are made by a different arrangement of equal sides. Make oblongs by using two for each side and one for each end. Pentagons, hexagons, etc., etc., are soon learned. Many of the letters, capital and small, can easily be constructed. As soon as the children can interpret the arithmetical tables, they can make additional tables, subtraction tables, multiplication tables, and division tables with the pegs. Two pegs crossed at right angles serve as the sign of addition; crossed obliquely, that of multiplication; two side by side in horizontal position serve for the sign of equality; a single one that of subtraction; while one, with a grain of wheat on each side, typifies division.

A slight variation, giving the interest that with children always attaches to variety, is to repeat all the above exercises with tooth-

picks instead of shoe pegs. Tooth-picks suitable can be bought at any drug store, in five cent boxes, each box containing 2,500 or more. In like manner some of the drawings are beautifully represented on the desk by using cigar-lighters instead of picks or pegs. The lighters can be purchased at drug stores in packages of 500, at five cents per box.

Children just learning to read and spell can profitably and pleasantly spend one or two of the study hours of the day with the alphabet cards. The Indianapolis Sentinel Co. prints the alphabet on strips of colored card-board, each strip containing one alphabet. The teacher takes the scissors and clips the card-board into squares of equal size, each containing one letter. The cards can be purchased at the rate of forty cents per hundred alphabets. Each child's box should have several alphabets in it, so that any desired letter may be easily found. The words of the spelling lesson and the new words of the reading lesson may be printed (or written, when children can interpret script) on the board, and the pupils required to reproduce them on their desks. With those a little older, each may be shown a picture and required to spell out on his desk without help the name of each object to be seen in the picture. Still later they may spell out a story made up of incidents suggested by the picture.

Some of the cards have one side without letters. By using that side up these cards become serviceable in working out designs of various kinds suggested by the teacher. Here the snow-flake forms are again serviceable as patterns. The cards should be well mingled as to colors, so that corresponding parts of the same figure may be made of the same colors. Place the cards side by side, or corner to corner, so as to give graceful and symmetrical forms, and the children will scarcely tire of copying; and after some practice they will begin to invent for themselves.

Always keep an open place on the lower part of one of the blackboards, and grant as a special privilege to pupils who have quietly and honestly finished the work of the study hour, the right to mark or draw on this board. If colored crayons be kept the interest is heightened. In like manner keep a book or magazine of short, interesting stories on your desk, for a pupil who honestly earns the privilege of reading in it for the remainder of the study hour.

From fifty cents to one dollar thus spent for material enables the teacher to give happy, profitable employment to what might otherwise be dull and tiresome moments.

Thus will much of the temptation to disorder be removed.—*Indiana School Journal.*

IS THERE A SUBSTITUTE FOR THE SPELLING-BOOK?

"False in part is false in whole" is a rule in law in regard to evidence by which lawyers throw testimony out of court. Some teachers have acted on a similar plan in throwing the spelling-book out of the school-room. Because the old spelling-book was wrong in part they discarded the use of the text-book altogether. Now they simply need a reformed spelling-book. If some teacher has the genius to teach spelling without a book, let him collect and arrange his words, giving his order and method of teaching in a text-book, in order that the ordinary teacher may have a guide. The great mass of teachers in this great field of education must have guide-books. A few teachers may be able to teach spelling successfully without a book, but they are few; the majority of teachers fail utterly in their attempts to teach spelling without a text-book on the subject. The great necessity of reform in teaching spelling is a reformed text-book subjected to its lawful purpose. What is most needed is a good method of using a good spelling-book. This is the want of the vast majority of teachers. The cry of "Burn the spelling-book" has done much good in causing new and better books to be made on the subject.

But this cry comes from the extremists. To put the average teacher in a school to teach spelling without a book is like putting a man out to sea in a boat, without a compass, and telling him to steer for the opposite shore, which he cannot see. His journey is aimless; he is lost on the wide waste of waters. So the common school-teacher, without a good spelling-book, is lost in the mid-ocean of thousands of words. His teaching is aimless, drifting to *nowhere.*

It is evident to the careful observer of the tendency of educacational reforms "that wherever the experiment of dispensing

with the spelling-book has been the longest tried, a decided reaction in favor of the text-book has set in."

Spelling is an essential branch of itself. To teach spelling is a prime duty of the teacher, and not a secondary one. If the teacher attempts to teach spelling as an after-clap to reading, geography, history, etc., he will most generally make it a secondary work, and the pupils look upon it as of secondary importance, while the minds of both teacher and pupils are absorbed with the subject of the reading, history or geography lesson. Many good lessons in spelling may thus be taught in connection with every recitation, but for a thorough knowledge of words there must be a definite time for a definite study of words. The authors of text-books on spelling are beginning to meet the demands of the times and furnish new and better books.

With a good text-book in hand the teacher wants only to understand the object of spelling and its practical application in the business of life, and he is able to do pretty fair work, and he is on the road to still better work. Spelling embraces the naming of the proper letters in a word; the proper enunciation of these sounds, which may be called articulation; and the proper pronunciation of the word, giving the proper syllabic accent.

The *use* of words should be taught in connection with spelling. There are three ways in which the knowledge of words is applied to the practical affairs of life, viz., in reading or speaking, in writing, and in the use of words.

To meet the first spelling should be taught orally, embracing enunciation, articulation, and pronunciation. The second demands that spelling be taught by writing, that is spelling proper, or putting the right letters in the words. Seldom is one called upon to give the letters in a word except in writing. There are so many letters in English words not sounded that words must be remembered. The third application calls for a study of the meaning of words. Spelling, then, must be oral and written to meet the demands of its practical application. Oral spelling is elocutionary in its results, and aids in reading and speaking.

Writing is the best method by which the child may become familiar with the proper letters of every word, and it must be led to practice written spelling continually. Children must be taught

to judge the accuracy of the form of a word by seeing it and writing it.

With the true object of spelling in view the teacher should have a book which contains the essential words of a good vocabulary. The spelling-book should present a series of lessons on the study of these words — they should be arranged in their natural order, presenting in the first lesson those words with which the pupil is most likely to meet first.

While spelling should be a subject of criticism of all written exercises connected with every branch, yet this cannot be made a substitute for the definite daily exercises in spelling, pronunciation, and the use of words as presented in the spelling-book. The text-book in spelling contains a better selection of words arranged in better order than the average teacher can select and arrange. There is perhaps one teacher in ten who can teach spelling without a text-book with some degree of success. Let them do without the books if they can, nine-tenths must have a book. An educator who has spent years of study on the subject, observing the order in which words are needed, and the words which are used; selecting and arranging them in exercises to illustrate their meaning, can give them in a spelling-book to pupils, presenting a more definite and more satisfactory plan of word-study than the ordinary teacher can give them, and at the same time giving the teacher a guide-book, into the application of which he may throw his own individuality.— *Iowa Normal Monthly.*

AN OPEN LETTER.

My Dear Friend:

You tell me that you have determined to teach school during the coming autumn and winter, and that it will be your first effort in that direction. You add, moreover, that your education has been acquired in the district school, during the months when you could be spared from the pressing duties of the farm, and that you have never read any book or teachers' journal treating especially of teaching as an art, or education as a science. You ask me for a few plain words in regard to your proposed work.

I think that you will agree with me when I suggest that you

are undertaking a task that carries with it large responsibilities. The district in which you are to teach is smewhat remote from any town of considerable size. Of the forty young people who will be under your tuition, a considerable number will begin their school career with the school year. You are to start them on the road that leads to a knowledge of the intellectual life of the world, of the physical universe within and beyond the narrow horizon of home, of themselves, and of their relations to society at large. Others, you will find, who have obtained some slight knowledge of the rudiments of knowledge, who, perhaps have been taught by those with as little experience as yourself, and are, consequently, unequally advanced in the various branches, and confused and uncertain in what little they do know. There will probably be others, near your own age, who are attempting to catch a few additional crumbs of knowledge before leaving school forever.

You will be obliged to organize this motley assembly into a compact, working body, so that you may do the best possible for each under the really discouraging conditions. You must control and direct it so that it shall move along in an orderly and methodical way, suppressing the rudeness of the quarrelsome and boisterous, encouraging the timid, and inspiring the dull and indolent. You must remember that the half year which will be spent with you can never be recalled, and that whether it is to be fruitful of good, or worse than a waste of time, will depend chiefly upon your unaided energies.

If you appreciate properly the duties that await you, you will naturally shrink from the task, and will devote yourself assiduously to the best preparation possible in the time that intervenes. If the supply of trained teachers were large enough to meet the demand, I should advise you to reconsider your resolution, and wait until you could bring wider and more accurate scholarship and some special training to your work; but in the absence of persons properly fitted for such positions, very many with no better qualifications than you possess will enter the school room, and as you have determined to make the effort, and have received the requisite approval of your county superintendent, you must understand that the responsibility is upon you to deal honestly with the sacred charge entrusted to your keeping.

And, first of all, do you really know the subject matter that you are expected to impart to others? In an experience of many years in teachers' institutes, I have found scores of persons who were teachers in such schools as you have received your training from, who were unable to define clearly and accurately the common terms in arithmetic. They could use rules with tolerable facility, but had little knowledge of principles and no power of analytical reasoning. Their preparation in the common branches was equally inadequate. They could parse, but could not write a paragraph consisting of half a dozen sentences without many errors in spelling, punctuation, use of capitals, and grammatical construction. They could pronounce the words of the reader, but could not translate the thought of the author into common speech, and evidently had no appreciation whatever of the spirit, the life principle, of the selections; they dealt wholly with the husks of thoughts.

History, the thrilling, absorbing story of the human race in its weary struggle for a larger life, was to them only a huddle of confusing dates, and a jumble of meaningless and unrelated battles.

Geography, the description of the wandering planet on which we live, whose air we breathe, that feeds and clothes us, on whose face all that we know of life and what we call civilization — soul-life — is found, was to them a few unmeaning facts. The significance of vertical and horizontal forms, the relations of configuration and climate and life, the growth of cities, the dreary steppe, the waste places, neglected alike by God and man, all belong to that department of the noble science of geography whose portal they had never crossed.

Have you outstripped your teachers in the pursuit of knowledge? If not, you must acquire a fair *mastery* of the little range of subjects that you must teach to the children of your school.

If you have been especially favored in your instructors, and have been fired with a zeal for knowledge, it is possible that, with your limited opportunities, you have fitted yourself in that part of your preparation.

But you tell me that you know nothing of the science and art of education, except what you have picked up incidentally by observing your own teachers. This is unfortunate, but if you really desire to excel, you may accomplish much by a diligent study of

publications intended expressly for such seekers after knowledge, as I suppose you to be.

I may say to you that the last few years have witnessed a wonderful change for the better in most matters pertaining to teaching. You hear much, perhaps, of the new education. It is a term that has been adopted by a modern school of teachers, who are characterized by a tremendous enthusiasm in their work, and by a profound sympathy with child-life. They are the deadly foes of the old-fashioned, mechanical, routine methods of teaching, and every one who wishes well for his kind must feel grateful to them for the good they are accomplishing. They are marking an epoch in our educational history. You should know, however, that the leaders among them readily concede that they have discovered nothing new, but that they are dealing with principles that have been known and appreciated for centuries, and that have been employed here and there by skillful teachers for many years. These principles you must study carefully, for in them lies the germ of all successful systems of education. You must also study the history of the growth of our educational system in order that you may understand the better application of these principles, by the successes and failures of your professional ancestors.

Your success will depend, in great part, upon the spirit with which you approach your work; hence, before I enter upon any discussion of the principles of education, or history of educational methods, let me suggest that no success that is at all worthy can be realized without what I choose to call *the artist spirit.* By this term I mean that temper of mind which prompts one to do whatever he undertakes in the very best way possible. You will agree with me, I think, when I say that there is a deplorable lack of this spirit in all of the callings in which men engage, and whenever any one shows himself possessed of it he is at once distinguished from his fellows and takes a front rank in his guild. Indeed, men and women may be separated into two great classes — the wage-workers and the artists; the former including those who toil because they must, and who do the least that will bring them their salaries; the latter are those who are chiefly absorbed by their work, and are possessed of a burning desire to excel. The former watch the sun and murmur at its slow descent; the latter are surprised at

the quick approach of the closing hours of toil, and carry into the restful evening a joyful reminiscence of a happy day.

The wage-worker endures toil because he must. The artist turns his radient face to the sky in thankfulness for the privilege of toiling; and of all the workers in the world there is, perhaps, the greatest need that the teacher should be happy in his chosen calling. The teacher *must* have the artist-spirit.

But my letter is reaching beyond the limits allotted me by the indulgent editors; hence I must defer a further discussion until next month. Fraternally yours,

A FELLOW TEACHER.

—*Ill. School Journal.*

THE LAW OF SILENCE.

BY GEO. P. BROWN.

Silence is one of the cardinal virtues of the school. What is the full meaning of this word, and what are the reasons for classing silence among the school virtues?

Silence is ordinarily understood to mean the absence of noise. In the school it means the refraining from all movements of body, and especially of the tongue, that tend to attract the attention of others. It implies the absence of every form of communication of one pupil with another.

Why should this kind of silence be enforced?

1. Because of the training it gives in self-control. The child is to a large degree the victim of caprice, and of influences that external objects exert. He must be trained to resist the influences that his caprice and environment engender, and to hold himself firmly to the performance of some purpose. The impulse to communicate with his fellows is a very strong one, and the successful resistance of this impulse is in an excellent training in self-control.

2. Justice demands that each pupil shall have an opportunity to perform his work in the school without being subject to interruption from others. That he is willing to be interrupted makes no difference. He is not a competent judge of what he should or should not do. He is sent to school to be taught, and the teacher and not the child must determine what is best for him. But in

every good school there are many pupils who are unwilling to be defrauded of their time. Unless silence is enforced much of their time is lost.

These are the common reasons for the enforcement of silence in school.

There is another meaning that the teacher should put into the word silence that will afford an additional reason for enforcing it.

There are two kinds of objects of knowledge. One of these is a knowledge of perceptions. These perceptions, because of their vividness, and because they occupy space and are seen to be outside the mind, are called external objects. Another kind of objects which the mind can know are its own ideas or conceptions of things. These, because they do not seem to exist outside the mind, nor occupy space, but are fleeting and transitory, and not persistent and continuous like perceptions, are called internal objects.

When the mind is engaged in the contemplation and study of external objects, we call this act observation; when it is engaged in the contemplation and study of internal objects, the act is called reflection. Now it is through reflection upon our idea of things that our knowlege becomes organized and so is made useful to us. Mere unorganized perceptions of things could be of no value unless by reflection we could see how these things stand related to one another.

Now one of the great purposes of the school is to lead the pupils to form habits of reflection. They must be able to group objects into classes if their knowledge of them is to be of any value. They must be able to discover laws which these objects obey. This power of generalizing, as it is called, comes by reflection.

When the mind is observing, the senses are active, for the objects that it is contemplating are external objects. But when the mind is reflecting the senses are not active, for the objects dealt with are those of memory, imagination, and the generalizing power of the mind. These can be studied, and their relations discovered only when there is a stillness or inactivity of all these senses. The mind must be unconscious that it has any senses. It must be blind and deaf, to everything external. This act of reflection is a very difficult one for the child to perform. Unless the conditions are very favorable indeed, he will learn to do it but slowly. These con-

ditions are those of external silence, which we first described, and besides this, the pupil's own senses must be asleep as it were. This is that state of mind that is sometimes called abstraction, because the mind is *drawn away from* external things and wholly engaged with internal things.

This transition from the contemplation of external things, which is almost the sole occupation of the young child's mind, to the contemplation of internal things, which is almost the sole occupation of the educated adult mind, is a very difficult one to make. It is best made under the direction of a skillful teacher, and is therefore one of the principal functions of the school.

A child may be set to reflecting too early, and thus be greatly injured; or he may never be led to reflect, and thus grow up a mere sensuous being, having no power of thought.—*Ind. School Journal.*

GRADING THE SCHOOLS.

BY A. J. SMITH.

It must be remembered that the answer almost universally given to the question, "What can be done for our country schools?" has been, "Grade them." The fact that they were in a chaotic condition, so far as a course of study and classification are concerned, has always been conceded, but even those answering the question so promptly, do not appear to have fully understood what was implied in the answer. As a general proposition, order and method are essential in any work, and the answer, so far as the majority was concerned, was given on general principles. It is fortunate that in the last few years there have been some in authority who were able and willing to answer the question in a thorough and practical manner. And, in the few years that those have led the way, the work has gone forward with great rapidity. Few states are without some counties that try the work, and the plan of grading the country schools has gone beyond the limits of the United States into the British Provinces. A few days ago we received the report of the superintendent of the schools of Nova Scotia. A course of study has been introduced and enforced there during the past year, and the correspondence relating to it, reminds us of some

of the letters we have received on the same subject. The great burden of the testimony is in favor of the plan. One of the inspectors writes as follows:

"I most thoroughly indorse the course of study, which, if honestly adopted, will accomplish great things in systematizing our school work, and giving coherency and directness of aim to the instruction imparted. I lay stress on the constantly recurring charge which requires the pupils to reproduce the substance of the lesson orally and in writing. Both as teacher and inspector, I have always emphasized this point, because I have always realized the value of the power of expression, and have also felt that if our people are to become fluent speakers and ready writers, the foundation of these acquirements must be laid in the primary school and built upon and improved in every successive grade. *Our best teachers* appreciate the Course of Study, and are prepared heartily and in good faith to carry out its instructions, which often give form and substance to their own best ideas, and a legal warrant for reducing them to practice; some few, if allowed, will quietly ignore it, but the larger number will need explanations and suggestions before they become familiar with its use."

Several propositions are conceded by every one:

First: A course of study is the basis of organization in every school, and is essential to successful work.

Second: The course should be subject to few changes.

Third: The first necessary qualification on a teacher's part is an understanding of what this course is, and how it should be effectively used.

Fourth: There must be some means of enforcing this course of study.

The first two propositions need no explanation or argument in their support. As to the third, teachers and patrons of the schools are rapidly reaching the conclusion that particular and careful study of this point is essential. Our experience and observation fortify us in saying that the teachers are carrying forward this part of their study very earnestly. No one may know of a time in the history of school affairs in central Illinois when the teachers were so thoroughly interested in the Why and the How. Well managed, well conducted institutes are great aids in this direction, and we

apprehend that few superintendents, during the coming summer, will find their teachers indifferent to institute work.

Of course no good teacher can afford (or does afford) to remain away from teachers' meetings. Even if he were so wise that he could learn nothing from his associates, he would not be a *good* teacher if he was unwilling to assist them. There are those who feel that they "have no need of these things," who insist that a day's attendance upon one of these meetings "has been a day lost," but they are not the progressive teachers of any county; they are not sought after by those able to offer them the highest positions; they are few in number, and will of necessity soon find more congenial employment. They may boast of their skill and learning, but they have forgotten, or never understood the old saying: "To boast of one's learning is the greatest ignorance," and their ignorance is much more manifest than their learning.

But the fourth proposition is the one about which opinions will differ most widely, and yet upon this depend all the others. If teachers be left to themselves, if no directions are to be given them, if through fear of "hampering" some one no outline of study is furnished them, it is apparent that young teachers must, for some time, grope along in the dark. No plan of enforcement will amount to much that does not hold teachers and pupils to some accountability; and that plan is best which, upon a rational basis, secures from the schools the best evidence of the actual work accomplished. In determining the progress of the pupils of any school, we need proof that is clear, tangible and irrefutable. It is believed that this is accomplished by regularly sending from the superintendent's office, questions for each school in the county, once a month during the term. If this is not the most desirable means of reaching the object, let us hear of another. Or, if no other can be offered, let us hear the objections so that they may be answered.

Shall we anticipate one or two objections?

1. "The examinations are held too frequently."

When it is considered that no pupils will in this way have more than six written examinations in one year, we may well question the force of the objection.

2. "That you cannot expect the same questions to be answered

in all the schools, because the conditions vary, no two schools being exactly alike."

Inasmuch as the questions are intended for all grades, we cannot see why each school may not take at least a part of them. Children following a course of study must of necessity belong either to the primary, intermediate, or grammar grade, and it follows that questions prepared under an outline of study will be applicable to any school following it.

We should be glad to hear the objections of those who have tried the plan. Those who yet doubt whether it will succeed, because it antagonizes some ideas of their own, must join with us in accepting the results the plan has worked out, regardless of theoretical objections.—*Country and Village Schools.*

THE MANUAL AND GUIDE.

It is doing an excellent thing for us by the assistance which it gives the teacher in controlling his schools, viz: (a) A desire on the part of the pupil to excel or to raise his grade induces him to study more closely. (b) The use of the outline has a tendency to develop systematic study on the part of the pupil. (c) Definite work known to the pupil causes industry where it would not be otherwise secured.

The healthy emulation which is thus brought about between neighboring schools, excites a general enthusiasm that is to be commended.

The teacher ever anxious to be abreast of his compeers is encouraged to do better work, and by having the Manual (superintendent's Outline of Study) is led to get all from it he possibly can. It makes the teacher do better work.

It has awakened an enthusiasm among our patrons that is doing much to improve the attendance and to supply their children with needed books.

It has placed the dictionary and globe in many of our schools, simply through the desire on the part of the directors to furnish needed helps in order that their school may have equal or better advantages than their neighbor's.

It induces many to pursue the study of grammar and U. S. history. Many pupils would omit these branches were it not for the fact that the examinations require it.

There is a bond of union existing among our teachers, which promises much good. They are more in harmony with each other and a closer sympathy is noticeable on their part. They now know of the work of each other, and, thus informed, are adopting everything good that is used by their fellows.—*Piatt Co. School Journal.*

THE MAN AND HIS METHOD.

BY GEN. T. J. MORGAN, LL. D.

Standing one day near the Mansion House, in London, my attention was attracted by a somewhat extraordinary turnout. Addressing a policeman who stood near I inquired, "Whose carriage is that?" "That," said he, with severe and impressive dignity, "is the Lord Mayor *and* his carriage."

What struck *me* was the magnificence of the equipage, the gilded wagon, the prancing horses, the liveried attendants; while that which impressed the sturdy Briton was the majesty of him who rode within. I have reflected upon the incident many times since, and learned from it many useful lessons.

Much is said in our day, in reference to teaching, about the importance of method. Schools have been founded to give instruction in method. It has seemed to me, in some instances certainly, that men had an exaggerated idea as to the importance of method; that they had given such exclusive attention to method as to overlook the man.

The man is greater than his method. The power of every true teacher is in himself, his personality, his character, his spirit, his attainments. A robust, vigorous man, with high aims and enthusiastic devotion to his work, deeply in love with any subject in which he has steeped his own soul, will awake something of his own zeal in the minds of his pupils, kindle within them a love of learning, arouse their dormant energies, call into exercise their awakening faculties, impart to them of his own knowledge, and incite them to independent research. His method is simply his way of doing

this. He originates his method. Socrates, with his devout love of truth, his unfeigned humility, his keen detection of the shallowness of men's pretensions, had a way of bringing men, by a series of questions, to a consciousness of their own ignorance, and revealing to them the necessity of a re-examination of the very foundations of their pretended knowledge. Not the Socratic method, but the man Socrates, was the mighty power in Athens. A public instructor who thinks to become great by the use of this Socratic method respects the policy of the ass which donned the lion's skin.

A teacher may be great in spite of his method. The methods of Michael Angelo were faulty, and it is not difficult for a critic to point out defects in his work. Men of less genius attempting to do as he did would meet only with failure; nevertheless Michael Angelo was a great artist, his works are imperishable, his name will be as enduring as art itself. The magnificence of his conceptions, though imperfectly embodied, lent a new majesty to architecture, painting, and sculpture, and lovers of art go in troops to the Sistine Chapel to view his matchless statue of Moses. The method of Pestalozzi, crude and faulty though it was, could not entirely prevent the achievement of at least partial success in his philanthropic schemes. Carlyle was a great writer in spite of his barbarous English. In our schools to-day may be found numerous teachers who, notwithstanding the most faulty methods, are accomplishing great results,— not only in imparting much useful instruction, but in awakening mind, developing character, and inciting to noble living.

Nevertheless, every teacher who aspires to the highest excellence should be master of method. His task is one of infinite difficulty, and calls, not only for character of rare nobility, talents of high order, and liberal learning, but also for skill of the highest order in the adjustment of means to ends. Method is applied to philosophy. A teacher who achieves success by virtue of the intensity of his personality, in spite of the faultiness of his method, might be still more successful by greater regard to the means used in his endeavors. Elocution is not oratory; it is too often mere empty sound. Peter the Hermit, in his beggar's garb, moved all Europe by his uncouth speech; yet Demonsthenes strove with masterly

will to overcome defects and achieve a style and manner which should serve as a medium for the conveyance of his own lofty thoughts to the minds and hearts of his countrymen, and incite them to deeds of lofty valor. The studied arts in the use of voice, gesture, and manner lend a charm and potency even to "words that breathe and thoughts that burn." No teacher can safely neglect the added power imparted by a correct method.

Teachers should strive constantly to attain new degrees of excellence in method. Pefection ever eludes even the most ambitious. The greatest master is yet a tyro. There is no "The Method." Method is the outgrowth of philosophy and must adiust itself to the laws of mind and to the exigencies of science. What are the laws of mind? What constitutes education? What is the educational value of each of the sciences? are some of the questions that remain to vex the educator. Progressive inquiry is possible in each direction, and each successive attainment admits, if it does not demand, a modification in method. Method must likewise recognize the individuality of the pupil. That which might be most potent with one may prove utterly impotent with another. Method easily degenerates into routine — dead formalism. Great reforms are often nothing more than desperate endeavors to break away from this lifeless formality. Iconoclasm becomes a virtue and empiricism meritorious. Erasmus and Ulrich von Hutton were the forerunners of those who reconstructed the world's religious teaching. Every teacher should himself be a perpetual reformer.

The man and his method exert a reciprocal influence upon each other. A growing manhood characterized by loftier aims, wider research, greater attainments, deepened experience, manifests itself in improved methods of work. On the other hand, the increased skill secures better results, leads to larger endeavors and broader opportunities, kindles new enthusiasm, and begets enlargement of the soul.—*Journal of Education.*

BEGINNINGS.

Work is the greatest means of education. To train children to work, to work systematically, to love work, and to put their brains into work, may be called the end and aim of schools. In education,

no work should be done for the sake of the thing done, but for the sake of the growing mind. Of course this applies to teaching and teachers, not to pupils. The schoolroom should be filled with the atmosphere of work. Work to be genuine must be upon real things, not always concrete objects to be sure, but always upon objects of thought. Word-learning is not real work, but drudgery. Give pupils something to do the moment you enter the school, or, better, do something well yourself. If you would put your best side forward, do the best piece of technical work in your power; but do not do it in an ostentatious way; do it as if it were your habit. Children's keen eyes pierce shams with unerring accuracy, but they almost worship power to do things well. If you read well, read your best; if you sing, sing and lead your pupils. A sketch on the blackboard, good penmanship, good anything, will attract and keep your pupils from the main question — which is: how they can manage you. Spend no time the first day in taking names, examining books, giving out lessons, waiting for the purchase of books, but set every pupil at work at once — writing, drawing, ciphering, molding, rather than book study. If the school is new to you, weeks should be spent in the most careful and thorough examination. When you take names, make it an examination in writing and composition. Dristribute slips of paper; write the formula on the board, that is: Name? Age? "Where do you live?" "How long have you attended school?" "Where have you been to school?" "Who were your teachers?" "What have you studied?" "What study do you like best?" Pupils will generally give a pretty fair photograph of their mental condition in answering these questions. Have you little ones just entering school for the first time? Do not allow them to dangle their feet idly for one moment. Give them a piece of chalk and send them to the blackboard; set them to building with blocks on their desks or on the block-table; to working saud at the sand-table; to marking on their slates; to weaving splints, folding paper, molding clay — anything and everything to get and keep their hands busy. Supposing a little one should object, through timidity; then wait for him, but put the work before him. Have no lecturing, no fulsome talking, but go straight to work. Half the real disorder in school springs from a desire to do something. If there is plenty of work, order

will take care of itself. What is order? Order is the means of limiting energy to work. Real order fills the child's consciousness with the right things, and right things keep out the wrong. But supposing my children rebel—what then? They rebel because they see a weakness in you, a lack of courage, of tact, or of skill. True courage is quiet, low-voiced, and full of tact. Tact avoids, plans and executes flank movements, looks on malice with a quiet smile, meets obstinacy with a pity for weakness. But supposing a boy rebels? The slightest shrinking, the least loss of nerve, a spurt of anger gives him the victory. Shall I punish with the rod? There are many worse things than the rod. Threatening is worse; rewards are worse; sending home is generally worse; scolding is worse. "Shall I punish?" In order to advise, I must diagnose the case. You may be obliged to use the rod, but in ninety-nine cases out of a hundred the causes of punishment are to be found in some weakness of the teacher.

Be cheerful—yes, happy. A smiling face, the manifestation of a warm, loving heart, goes a great ways. An old schoolmaster said that when he found himself cross, he sat down in his chair and laughed heartily.

Do not try to do too much the first day. The minds of children have had a rest; do not wake them up too quickly. Physical exercises, a drill in gymnastics, will soften the return from the vigorous vacation play to quiet work.

Go very slowly; the first thing to find out is where to begin. This can be done only by the most careful examinations, covering weeks and even months.—*Practical Teacher.*

THE TEACHER.

BY PRESIDENT PORTER, YALE COLLEGE.

HE OUGHT TO KNOW MORE THAN HIS PUPILS.

Exactly how much, is not always easy to decide. The doctrine now prevails, and in general should be accepted as true, that the more a teacher knows and has thought, upon any subject, the more successfully will he communicate to one who has learned and reflected less than himself. Nevertheless, the consummate phil-

osopher does not always prove to be the most successful defender and expounder even of his own theories, and the clearest and most logical thinkers are by no means uniformly the best teachers. Why this should be we have not far to seek. The accomplished philosopher too often measures the capacities of his pupil by his own. He is of all men the most incapable of appreciating the fickleness of the attention of the pupil, the feebleness of his memory and the narrowness of his intelligence. His pupil may be slow to apprehend simply because the facts are unfamiliar and the powers of attention are unformed. The philosopher too often begins with the remote and general, which he fails to justify and illustrate by the familiar and the incidental. He forgets that the learner must invariably move from the individual to the general, from facts to principles, from examples to truths, and that he must first make his way from starting post to goal before he can return from goal to starting-post.

We grant that the philosopher is in no sense disqualified for success as a teacher, simply because he is a philosopher. But we cannot overlook that he is often eminently unsuccessful because he fails to distinguish the order of reflection upon knowledge when it has been gained, and the order of imparting information and exciting thought in the one who has never reflected. Failures of this sort are by no means confined to teachers by profession. They are observed in lawyers and preachers, in essayists and critics, in conversation and harrangues — among those trained in the schools and those schooled only by life.

One of the great perils of our modern education is that in aiming to be too scientific in form it fails often to be scientific in fact. Many of our elementary text-books are striking examples of this truth. The attempt to teach the alphabet after what is called a truly scientific method is an example. It cannot be denied that to too many pupils the mysteries of the parsing of our sweet English tongue seem awful and recondite.

HE MUST BE HIMSELF.

The living teacher is needed to impart the truth as it is shaped and colored by his individuality. Every man who would teach his fellow man must meet him as a person, and it is through his per-

sonality that he can impart what he has to give. Truth must be approached from his own view and arranged in an order peculiar to himself. It must be made fresh and living by illustrations drawn from his personal life and be warmed by the fervor and sympathy which springs from his own heart. At the same time we cannot overlook another fact as patent, namely, that modern teaching with its peculiar and undeniable excellencies has done much to weaken or to eliminate that personal element, and tends strongly to proceed further in this direction.

The teacher must adapt his instructions to the individual capacities and temper of his pupils. The ideal conception of the teacher not only requires that he be a man who teaches what he believes and knows, after the manner in which he has learned or holds it, but preeminently that he should study the capacity of each pupil to receive what he can give, adapt it to his individual genius and temper. That the tendencies of modern education set strongly toward overlooking the individual in the class will be denied by few.

HE MUST EXAMINE.

Under this title we include every form and method in which the pupil can be required to reproduce what he has learned, whether it be more than once in a day or only once in a term or a year, whether with the sharp conciseness of an oral reply to a question, or the fulness of an oral discourse, or the deliberateness of a written disquisition. That examinations or their equivalent are indispensable to enable the teacher to adapt his teachings to the capacities of his pupils is too obvious to need any enforcement. That the pupil needs to acquire under the stimulus that comes from knowing that he must retain what he receives and reproduce it when called for, is self-evident. That these examinations should be frequent and varied in form and thoroughness ought to be equally obvious. That the teacher is at liberty to make a record of his pupil's performances, if he can do so without hindering his own freedom in teaching, is self evident.

HIS RECITATION.

This is the origin as it is also the history of the so-called "recitation," a word peculiar to this country in that special sense.

The exercise itself is the natural if not the necessary outgrowth from the original and the best method of teaching by conversation; as when Socrates first caught and cornered and then alternately fascinated and tantalized any young man on whom he fixed his eye in the streets or market-places of Athens, or when Plato in asking or answering his own questions soared into those flights of mythological wisdom which his auditors could not and would not restrain, or as when Aristotle subjected the pupils with whom he walked up and down to a sharp fire of cross-questioning.

WHAT MAY BE DONE.

The following article from a New York educational paper is so full of good suggestions we copy it entire:

There are many educational people — teachers, principals, superintendents — who are convinced that a change has been in progress that will greatly modify our present ideas of the school, but who do not know what step to take. They would like to move, but do not see clearly the direction to take. Such should stand still. To throw overboard the grammar and the spelling book is not necessarily progress. The amount of harm that will be done by those that are rash and thoughtless is not easily calculated. The conservatives stand by and deride most justly the movements of these would-be reformers. Let every man who does not clearly see his way better than to follow the cramming system that is so prevalent continue to cram, for much good has come out of that. But there are things he can safely do.

1. He can begin to study education. Let him buy Payne's Lectures (paper, 50 cents; cloth, $1) and read them. No volume will give him so soon and so clearly an insight into the new education; they reveal the solid principles of education. Probably no man ever stated educational principles so well as Joseph Payne. Therefore read Payne.

2. He can begin to study the child. This subject is close at hand, and can be investigated wihout expense. But it will be found to be a difficult study. He will scarcely believe that all the

efforts of the child are to educate itself; but this is a great and powerful truth.

3. He can next think how the school may be made to continue the processes of nature. How he will say if he thinks that the present fruit trees — the pear, apple, peach, plum, etc.,— were once wild trees; that, according to Allen Grant, our wheat has been derived from the Alisma family by the slow influences of its environment, and has become, instead of an inconspicuous water-plant, the nourishment of the whole earth. The natural education the race of man has given itself must be studied in order to continue it and carry it to a pitch.

4. He may plan, even while pursuing the methods now so popular because so old, to make the environment of the young bring far more education.

5. He may introduce methods that are akin to the child's mode of employing thought, and this even in the plain country school-house. Millions have received a benefit from the course of study and practice in a very ordinary school that has been of untold good. So great has this been that many teachers fail to realize that a better mode of education could have been devised. As an example of what is meant, the mode of teaching reading is probably ten times more effective than in others; the art of teaching reading has greatly increased during the past ten years. But this has begun only to be pushed still farther.

6. He may do much to render the child receptive to the influences of nature.

The leaves, the flowers, the birds, the insects, the animals, have lessons appropriate to the school-room. Some have begun the work of making collections. In a New Haven school every room is adorned with the work the pupils have done.

Finally, he can read educational books and journals and do much thinking. Let him, by all means, attend teachers' meetings and ask questions. Let him find a skillful teacher and visit his school, and learn all he can by inspection of the processes employed. Then let him think. Let him ask himself, Is this in accordance with the plan of nature?

All these things he can do and not be charged with heresy.

ERRORS.

The other day a school was visited in which the teacher was laboring very earnestly to teach phonics and the diacritical marks. Reasonable success was secured, and the superintendent congratulated himself on the apparent progress made. But when the class began to read, he noticed the teacher pronouncing the words for the pupils which they thought they could not pronounce for themselves. The whole purpose of teaching of phonics and Webster's system of marking, appeared to be lost, forgotten for the time.

After a little while the superintendent suggested to the teacher that it might do good to write the word on the board with its letters marked.

"Shall I do it?" was the surprised inquiry.

"Yes; write it and mark it, and ask the pupil to pronounce it."

It was done, and when the last stroke was made, the boy instantly pronounced the word correctly. In a little while he reached another unknown word. The process was repeated with a like result. Again and again the boy was asked to pronounce his own words, and succeeded every time. The class was reading in the second reader. With a little further drill those pupils can find the words in the dictionary and pronounce them before they come to class. The teacher had done excellent teaching, but was not applying the knowledge gained to the study of the lesson. This is a point on which many young teachers fail. They teach a thing because they have heard of it at the Institute, or because the county superintendent says something about it, but for lack of continued thinking, fail to make the application. Alas, how many old teachers can recall instances of such wasted efforts. Here is another. Lately a teacher was conducting a recitation in spelling. The class consisted of ten or twelve bright boys and girls, whose ages ranged from eight to ten years. The words were given out by the teacher, and written by the pupils on their slates. When done, slates were exchanged, and the pupils were told to mark all incorrect spellings. The alacrity with which they did this showed they were accustomed to do this work. One was told to rise and spell. The others were told to listen, and when a word was spelled differently on their slate, they were to mark it. If the one spelling

aloud spelled a word incorrectly, the teacher told her it was wrong and it was marked. At the close the teacher called the roll of the class. As each name was called, the one who held the slate containing it, gave the number of errors found in the lesson. The grade of each pupil was thus ascertained and written in the class-book. The work was done quickly, but was lost. The teacher did not *know* what was done. He did not look at the slates once.

At the close the superintendent asked to see the slates. As he expected, there were but few he could read. Of all in the class but three were correct. In all the rest were many errors, which, combined with the slovenly writing, made the lesson a failure. So the effect of best plans for teaching may be lost by the neglect of the vital point. In the first instance, the teacher failed to require the pupil to use the knowledge she had been at so much pains to teach, and in the second, the teacher did not look closely after the work himself.

The error was made in both instances to gain time. To get through with the work as soon as possible, and to get to the next classes, which were crowding on. But time gained by failing on the main points is lost. Make haste slowly. See that the children are gaining in power as well as getting through the book; power to do for themselves; power to think independently of the rules given them by their teachers and books. In the ability to do these things lies their future welfare. The school must give the pupils the ability to think for themselves.—*Country and Village Schools.*

THE STRUGGLE FOR PLACE.

It may be that we put a higher estimate on the dignity of the teacher's profession than it deserves; but we believe that the public regard it as inferior to none and superior to most others. It is probable that the lowest estimate is put on it by its own members — the teachers themselves. If it is true, as we often hear it stated, that "there is so much expected of teachers," it is a hopeful indication. We are very glad that the public have a high ideal, and we most sincerely hope it may never be lowered.

It behooves us as teachers to do what we can to sustain the true dignity of our calling, and give the public a still higher ideal than

they now have. It certainly cannot add much to the public's appreciation of the noble qualities of our members to see us annually engaged in a fierce struggle for place, in a manner not wholly unlike that which tradition assigns to ward politicians. Mr. Darwin gives us a vivid picture of the struggle for supremacy among the brutes, and we have sometimes thought that the contests annually witnessed among some of our teachers would furnish another link in his long chain of analogy.

It does seem to us that teachers should be above trying to dislodge each other. Unless it is positively known that the present teacher or principal will not be reappointed, no one should make application for his place. It is sometimes said that when a teacher's contract expires, he has no more claim on the position than any one else has, and that all have the right to apply for it; but we think that those who resort to this kind of argument have a very low ideal of our profession. The teacher who has discharged his duties faithfully and efficiently *has* claims for reappointment, and these claims should be recognized by all teachers worthy of the name.—*Iowa Normal Monthly.*

EDITORIAL.

As the time approaches for the opening of the great Industrial and Cotton Centennial Exposition at New Orleans, and as information relating to the preparations for that event becomes more wide-spread and specific, the fact is apparent that we are to have a World's Exposition in this country in 1884, that in many features will excel the one in Philadelphia in 1876. Plans are so fully matured and preparations so far advanced, that some adequate conception of the magnitude of the proposed exposition can now be formed. The main building, designed for general exhibits, and including a machinery department and a music hall, will be the largest building ever erected,—1378 feet long and 905 feet wide. The machinery department will occupy a space 300 feet wide, the entire length of this building, and also an annex for heavy machinery, 350 feet long and 150 feet wide. From the galleries overlooking, more than two miles of shafting will be visible, driving every known character of machinery. Music Hall will have seating capacity, in commodious chairs, for 11,000 people, a platform for 600 musicians, and a mammoth organ, built expressly for this occasion.

The building for the exhibits by the United States and the several States will be 885 feet long and 565 feet wide. This building is made necessary by the

applications for space in the main building, beyond what was originally supposed would be required. The United States exhibit alone will be a mammoth one, and the educational display will be located in this building. The national bureau of education and the Smithsonian Institute will both make exhaustive exhibits, and efforts are being made to have a representation of educational systems, appliances and results surpassing anything ever attempted elsewhere.

The Horticultural Hall will be 600 feet in length, 194 feet in width, and form the largest conservatory in the world; 20,000 plates of fruit, double the amount ever before displayed at any exposition, will be shown on tables extending through the hall. Surrounding these will be arranged a vast variety of tropical plants, flowers and shrubbery, and a tropical hot-house, 250 feet long and 25 feet wide, in which the most delicate flowers from the far south will be nurtured and made to bloom in their most brilliant perfection.

Other buildings are an Art Gallery, 250 feet long, 100 feet wide, and a factory and mill building, 350 feet long, 120 feet wide. In the latter cotton will be exhibited in all stages of manipulation, from the boll to the bale, and machinery for the manufacture of sugar from cane, and machinery for harvesting and milling of rice.

We have no space for the enumeration of special and attractive features of the exposition. These will occur to every thoughtful person, in connection with the place where held, and the environment of soil, climate and special industries, and can be learned from the circulars and pamphlets of the commissioners in charge.

The purpose of this article is to call the attention of readers to the significant fact that a great industrial exposition is to be held on soil and in a latitude where but recently all labor was looked upon as menial, to be performed by a servile race. Now plans of great magnitude are devised to dignify labor, to show its achievements, and to make known the resources of that section of the country as a field for enterprise through its instrumentality. Certainly we are living in "grand" if not "awful" times, and these passing events must not be allowed to pass without attention, interest and study.

The time for holding the fair, December to May, is not the most favorable for the accommodation of teachers, but for all who can attend, it will afford an opportunity rarely offered, for the practical study of the geography and related industrial interests of a region typical in character, vast in extent, and prolific and fertile in the highest degree, of which comparatively little is known. The Central and South American States and the adjacent islands of the Atlantic, will be profusely and completely represented. But if we cannot all go to New Orleans, we can all acquaint ourselves with the literature of the subject, which will be abundant, and make use of it in school work. Besides, from every community of considerable size, intelligent people will be present, and we may avail ourselves of oral recitals by these to vivify the information gleaned from other sources.

In this connection, another fact of impressive import may be mentioned.

Strong efforts are being made to secure the next meeting of the National Educational Association for some point in the southern states. Doubtless these efforts will be successful, and an attempt made to gather a great meeting in the interest of education on southern soil. To this meeting the friends of the public school throughout the country should prepare to rally. in even greater numbers than at Madison this summer, that in a section where recently universal education was under the ban of statutory prohibition, there may be a demonstration in the interest of free schools equal to that in the interest of labor and all industrial enterprise. Thus in a single year may there be a conquest of a vast area of neutral territory by the two great forces of true civilization and progress —labor and education.

J. W. STEARNS has tendered his resignation of the presidency of the Normal School at Whitewater, and accepted the appointment to the chair of theory and art of teaching in the University of Wisconsin, tendered him by the board of regents of that institution. President Stearns' resignation will take effect at the close of the present term, about February 1st, and he will enter upon the duties of the new position immediately thereafter. By his habit of mind, his education, his experience, and his recent studies and investigation, Dr. Stearns has become peculiarly endowed with especial fitness for the chair to which he has been called, and those who know him best confidently predict that he will make pedagogy as a university study, attractive, interesting, and profitable to students, and by original work, and the ability he will bring to the effort, place that department in the University of Wisconsin in the front rank of similar departments in the country.

J. W. Stearns was born at Stockbridge, Mass., August 10, 1839; his common school education was supplemented by two year's attendance at an academy at Thomaston, Me., then removing with his parents to Wisconsin by two years in the high school at Racine, while Hon. J. G. McMynn was principal. Having prepared for college, he entered Harvard, September, 1856, at the age of seventeen, and graduated with high honor in 1860, in the ancient classical course. Among the graduates of the same class who have since become widely known were John Torrey Morse, editor of the American Statesman series and author of the life of J. Q. Adams, etc., and Calvin N. Woodward, Dean of the Manual Training School, Washington University, St. Louis. After completing his college course Mr. Stearns taught one year in the Normal School at Winona, Minn., then was principal of the high school at Canton, Ill., one year, when he was elected Professor of Latin in the Chicago University, which he filled for ten years. Resigning this position to accept that of Director of the National Normal School at Tucuman, in the Argentine Republic, he remained there four years. Returning to this country he was elected to the presidency of the Normal School at Whitewater, where he has remained six years, administering its affairs with great wisdom and fidelity, drawing all students towards himself and towards their work and the school in earnest fealty and enthusiastic loyalty, by his ability, his genial and

courteous manners, and his kindly interest in the best welfare of all under his charge, and uniting the faculty and community in co-operative efforts for the success of the school.

Pres. Stearns has taken an active interest in institute and association work in the state, and by his lectures, reports, discussions and addresses, has attracted that attention to his ability, his scholarship, his interest and research in the line of pedagogics, which has culminated in his election to the important position he has now been called to fill. The teachers of the state have occasion for congratulation that our own and not the university of another state secures him to its faculty.

ONE of the hopeful and significant signs of the times is the springing up of educational papers and periodicals in the southern states, established and maintained to advocate the free public school system, and to inform and mold public sentiment upon that matter. The fact that such journals are multiplying is evidence that the people of that section are entering in good faith upon the work of overcoming illiteracy, welcome the discussion of all questions involved in that effort, and purpose to reach results in the way of systems and methods that will abide the test of practical trial. In this attitude they should receive the cordial fellowship and good will of all who believe that through the school largely must come the real emancipation and uplifting of the large mass of ignorant population in the south.

Among the late enterprises mentioned above, is that of the "*Educational Courant*," a monthly devoted to "educational, social, and literary topics of the day," published at Louisville, Ky., which is ably edited, fearless and outspoken, and a credit to educational journalism. We are glad to welcome the *Courant*, and hope to see it prosper exceedingly in vigorous effort, in influence, and in material success.

A BUSINESS LETTER recently received from N. A. Calkins, of New York, Treasurer of the National Educational Association, contains pleasant allusions to the experience of the writer at the session held in Madison in July, and upon subsequent excursions. We quote one or two paragraphs, and are sure Wisconsin teachers will be gratified by the recognition of the part our State took, not only in the financial success of the meeting, but of the cordial fraternal greeting and good will extended, and the occasion afforded so many to see and know more of our western ways and work and wonders. The paragraphs quoted are in response to a congratulatory note over his safe return to New York, and safe deliverance "from wild beasts and wilder men that inhabit this western wilderness."

"It may interest you to know that I not only received $1,000 for life memberships, but over $1,000 for annual memberships, from residents of the state of Wisconsin. No other state ever had an equal membership of either *life* or *annual* membership of the National Educational Association.

"I have been at home a little more than two weeks, having escaped "wild

beasts, and wilder men"—also cyclones and floods of the northwest, notwithstanding I have traveled 5,000 miles since July 8.

"After leaving Madison I visited St. Paul, Minneapolis, Ft. Snelling and Falls of Minnehaha, Lake Minnetonka, Ashland, Bayfield and Duluth on Lake Superior, traveled along the valley of the Red River of the North to Winnipeg, in Mannitoba, returned to Devils Lake and Fargo, in Dakota, saw the immense wheat fields of the Red River, the lumber region of Northern Wisconsin, the mixed farming of Southern Minnesota, and the great corn fields of Illinois. I saw the farms in their best condition, the wheat harvest, the sod dwellings of new settlers, the rapidly-growing towns and cities, and was astonished to find the people enjoying so many of the comforts of eastern settlements, and especially that the modern inventions of telephone, electric light, street cars, steam fire engines, &c., &c., have reached such far-away towns and cities as Winnipeg, etc. I know it is good for a person to see the northwest—the experience gives new views of life and country, and broader character."

THE commercial colleges of this country cannot be truthfully charged with failing to apply business methods and principles in promoting the interests of the schools of that class. Not only do they adopt courses of study to meet necessities of large classes of young people, but they advertise extensively, and let people know what advantages they offer. Many other educational institutions might profitably imitate the example thus given, and secure benefits in the same way. The practice has become quite common among the larger of the commercial schools to issue periodicals at a nominal price. Some of these show enterprise, liberality, and real journalistic merit. Among these may be mentioned "*The Penman's Journal,*" published monthly in New York, to which Prof. R. C. Spencer, of Milwaukee, is a frequent and valuable contributor; "*The Omaha Commercial Age*" is published monthly at Omaha, and represents Wyman's Commercial College, at that place; "*The School Visitor*" is a new venture, in the interests of the Northwestern Business College, at Madison, Wis., by Deming & Proctor. Two numbers have been issued, and it is neat and attractive in appearance, printed on good paper, with clean cut type.

THE following circular has been issued by the President of the Froebel Institute of North America, for which we gladly give place in the JOURNAL by request:

The Commissioner of Education has requested the President of the Froebel Institute of North America to arrange for the World's Industrial and Cotton Centennial Exposition at New Orleans an exhibit of the character and status of the kindergarten. Such an exhibit involves, as its chief feature, an actual kindergarten in operation during the six months of the Exposition, before the eyes of all who wish to study its working.

For obvious reasons, this kindergarten should in all its appointments be as complete, as near the ideal, as possible. At the same time, the special needs of the South render it desirable that there should be two departments, one for white and another for colored children.

The Exposition will furnish a building for the purposes indicated, the Bureau of Education will defray the expenses of transportation, but the funds for the conduct of the kindergarten must be provided by benevolent friends who appreciate the missionary character of the enterprise.

In order to open and carry on one of the kindergartens proposed, it will be necessary to provide $2,000; the second kindergarten will call for $1,000 more. A portion of this sum is already promised. For the purpose of raising the remainder, the Froebel Institute appeals for aid to all who see in educational progress the safeguard of the free and humane spirit of our institutions.

Contributions of five dollars or less may be sent at once to the President of the Froebel Institute. Friends who desire to contribute larger sums, may send promissory notes, payable November 1st, November 15th, or December 1st, 1884.

On the first day of November or sooner, a corps of efficient teachers will proceed to New Orleans, to take charge of the work during the six months of the Exposition. They will prepare monthly reports of the condition and progress of the work. and these reports together with a monthly financial statement will be sent to all who may have subscribed two dollars or more to the fund.

The president of the Froebel Institute will be glad to correspond with friends who may have advice to offer, or who may desire additional information concerning the work on hand. Address, W. N. Hailmann, Pres. Froebel Institute, N. A., La Porte, Ind.

NEARLY all the institutes appointed for the summer and fall series, have closed, only one week in Kewaunee county, one in Juneau county, and two in Adams county remaining to be held in October. Judging from the reports already received, the attendance has been considerably greater than during the corresponding season in 1883. Twenty-six institutes of two weeks each, and twenty-one of one week each, have been held in forty-four counties. Grant and Juneau counties each having two. The course of study for ungraded schools, the subject of moral education, the consideration of generally accepted educational maxims, and of methods in the subjects of reading, geography and drawing, have occupied attention at these institutes this season, and in this way over an area exceeding three-fourths of the entire state has instruction been given, stimulus imparted, and ambition awakened among the teachers which ought to result in better organization, better management and discipline, and more systematic and effective teaching in our common schools.

This can hardly fail if county superintendents follow up the work by intelligent and persistent supervision, along the line of securing the *doing* as well as *hearing* of the word. Time alone can determine how thoroughly superintendents do their part of the work

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PROF. R. B. DUDGEON, principal of the high school at Hudson, Wis., conducted an institute of three weeks' duration, at Emmetsburg, Iowa, commencing August 18. The *Reporter* of that place speaks of it as one of the most pleasant and profitable institutes ever held in the county, and says that Prof. Dudgeon proved himself at home as a teacher of teachers, and managed the exercises in a very able manner. Prof. Beck, of Platteville Normal School, has also been conducting an institute in Iowa during the vacation.

A LINE from Prof. Hailmann, president of the Froebel Institute of North America, informs us that he has still on hand about four hundred copies of Dr. Seguin's celebrated report on education, which he made as U. S. commissioner to the Vienna exposition, which he proposes to send, post-paid, to any one sending fifty cents. Persons sending the annual membership fee of $1.00 will receive the above, and also a copy of the proceedings of the Madison meeting, a volume of over 200 pages, and be enrolled members of the Froebel Institute. Address W. N. Hailmann, Pres. Froebel Inst., N. A., La Porte, Ind.

THE STATE SUPERINTENDENT has made the following appointments of visitors to the normal schools of the state for the current school year:

PLATTEVILLE.—Hon. W. C. Whitford, Milton; T. C. Richmond, Esq., Madison; A. O. Wright, New Lisbon.

WHITEWATER.—Prof. J. B. Parkinson, Madison; George T. Witter, M. D., Grand Rapids; Hon. S. A. Craig, Jefferson.

OSHKOSH.—Supt. L. D. Harvey, Sheboygan; Supt. John Nagle, Manitowoc; Supt. Wm. E. Anderson, Milwaukee.

RIVER FALLS.—Supt. C. F. Viebahn, Watertown; M. S. Frawley, Eau Claire; Supt. L. Kessinger, Alma.

THE October No. of *The Century* closes Vol. XXVIII of this magazine and is full to the brim of articles of special and general interest. Of the fiction, "Braxton's New Art," "The House of a Merchant Prince," "The Price I Paid for a Set of Ruskin," the closing parts of Cable's "Dr. Sevier," and of Boyesen's novelette, "A Problematic Character," make a satisfactory section. Prof. Langley has another chapter on "The New astronomy," beautifully illustrated, describing the surroundings of the sun. The article "Lights and Shadows of Army Life," also illustrated, is graphic in description and is prefatory to a series to be furnished hereafter, on "Battles and Leaders of the Civil War," written by generals on both sides. "Social Conditions in the Colonies," illustrated, by Dr. Ward Eggleston, is intensly interesting and represents several ante-revolutionary homes now standing. The publishers make elaborate announcement of plans for the future by which to maintain the high standard already reached by this magazine.

WITH the September number *The University Press* entered upon the sixteenth year of publication. Arrangements have been made by which this will hereafter be the sole journalistic representative of the University of Wisconsin, and by which all departments including the law class, will be thus represented. This ought to insure a strong, ably edited, and well supported weekly paper, and the JOURNAL trusts such will be the result. Terms $1.50 per year, in advance. Address *University Press*, Box 75, Madison, Wis.

ALTHOUGH "*The Popular Science Monthly*" has now been running a dozen years, it has issued no number in more perfect accordance with its ideal purpose than that for October, now before us. The object of the magazine is to bring forward distinctively and prominently the higher human aspects of scientific inquiry, and every one of the fifteen articles of the present number sustains this character. Francis Galton's paper on the "Measurement of Character," is a skillful and most suggestive attempt to bring the higher human characteristics within the pale of quantitative science. Lord Rayleigh's survey of "The Recent Progress of Physical Science," which was his presidential address before the Montreal meeting of the British Association, is given in full, as it deserves to be. Being of great interest in itself, and the most striking production of a memorable occasion, readers will especially value it for its completeness. A biographical sketch and a fine portrait of Lord Rayleigh are also given. "Diet for the Gouty," in Professor Williams' series on "The Chemistry of Cookery," "Wages, Capital and Rich Men," "The Physiological Aspect of Mesmerism," "The Morality of Happiness" (conclusion), "Protection Against Lightning," "The Cholera Germ," and "The Origin of Cultivated Plants," are all fresh, readable and meaty papers. New York: D. Appleton & Company. Fifty cents a number, $5 a year.

NOTES.

A SAMPLE of Alabama timber will be sent from Mobile to the World's Exposition. It is a stick of pine timber forty-two inches square and eighty-one feet long, worth $1,000.

THE Mexican garden of five acres will contain one hundred and four varieties of trees from every part of the Republic. Many of the woods have high commercial value and yet, strange to say, some of them are practically unknown in the United States. The Mexican cedar, mahogany, Campeche logwood, saffron and linaloe, that has a perfume that never leaves it, are all trees of great value in commerce. The timber growth of Mexico is practically unlimited, and there is boundless wealth in many untouched forests awaiting the hand of enterprise and industry.

CHICAGO enrolls less than half—43 per cent.—of her children in the public schools; less than one-third are habitually in schools; 77,473, or 57 per cent. never attend school at all. Very few of these receive instruction in private schools.

THE average attendance in Cincinnati is 27,000, less than one-third of the whole number, while 51,000 are not enrolled in the public schools. Allowing 10,000 for private schools, there are more than 40,000 children in that great city who are growing up in ignorance.

SAN FRANCISCO has about 58,000 children of school age, 44,000 of whom attend school at some time during the year; but only about 33,000 are numbered as being in regular daily attendance.

VERY few wood cutters will put up with a meat-axe as a common instrument of labor. A meat-axe makes poor headway on a monarch of the forest. To confine oneself to the bare text-book in history, grammar and other subjects, without any reference books, is cutting the tall timber of the school-room with a meat-axe. The children dislike the operation, the parents grumble, and the teacher feels uncomfortable. To leave the figure, it pays to own a few good reference books in history, geography, reading and language. Lossing's histories, books of travel, a good book of selections in literature, are worth their weight in gold in the school-room. Even though the teacher get but fifteen dollars per month, she cannot afford to be without a little library of helpful books. They will save time and temper, make the pupils like the school and teacher, and make the parents ready to pay better wages. No one can afford to cut down an oak with a meat-axe.

IT is to be hoped that wherever education is made a university study, no trespass will be made on the normal preserves. Moulding in wet sand, and the thousand other things that are so eminently practical, should be relegated to schools where the art phase of teaching must be kept uppermost. Education, to be a study worthy of university recognition, must be presented chiefly in its philosophical and historical aspects. It is not a system of empirical process that is to be taught, but rather a body of educational doctrine. These doctrines are to serve as the basis of rational methods, and as critera for testing the validity of the process employed in the school-room.—*Fortnightly Index.*

"Sieze the moment of excited curiosity for the acquisition of knowledge." Excited curiosity quickens perception and renders attention easy. Recollection depends chiefly upon the interest felt and vividness of the original perception. It would be a mistake, however, never to try to acquire knowledge except when curiosity is excited. No man should make action depend entirely upon moods. Something there is in every thought which, properly presented to the eye of the mind, will make it, for a moment or permanently, attractive.—*Selected.*

THE Louisiana Educational Association, established, last winter, to arrest the peril that threatened the common schools of that state, has already shown itself a growing power. One of its members has been elected State Superintendent of Schools, and last week another, Colonel Rodgers, was unanimously re-elected Superintendent of Public Instruction in New Orleans. The legislature has taken several steps forward; the New Orleans school board has been reconstructed; and, from all sources, a considerable additional income for public education is anticipated in the coming year. Tulane University is finally organized, and some of its departments are in operation. A great deal is expected from the Educational Exhibit and the gathering of teachers at the International Exhibition at New Orleans next winter. All of which shows what can be done when

a few influential people combine in dead earnest to push any good cause in the interest of the masses. It would be a capital movement to follow the example of Louisiana and Kentucky in these popular organizations for the encouragement of the people's school.

COMMISSIONER EATON'S "preliminary circular respecting the exhibition of education at the world's industrial and cotton centennial exposition" opens significantly with the following paragraph: "The exhibition of the conditions of education, and of the improvements in the application of its principles and methods has been found to be one of the most effective aids in its recent rapid advancement. An international exhibition at the present time which does not make education prominent is a misrepresentation. The world's industrial and cotton centennial exposition, to be opened at New Orleans, December 1, 1884, has recognized this truth, and offers educators of all nationalities an opportunity to illustrate the work done by them, the improvement of educational appliances and conditions, and the relation of education to the progress of mankind in industry, commerce and all other pursuits of civilized life. The managers of the exposition have not only provided for, but require that unity of exhibition which educators have desired in other world's fairs, but have not been able to secure. They have shown by their treatment of education in their preliminary announcements, by their invitations to educators, and by their appeals to this office for its co-operation, that they reckon the improvement of schools and the promotion of general culture as among the most beneficial results to be obtained by their efforts."

THE first work in arithmetic should lead the pupil to a full and thorough knowledge of a few of the smallest numbers. A child may count ten, who does not know ten. He does not know ten until he knows thoroughly all the numbers that will make ten, both by putting together all possible unequal numbers to make ten, as well as all equal numbers that will give the same result. He must know, also, all the ways in which ten can be destroyed, either by taking away unequal numbers, or by withdrawing equal numbers. In all this elementary work, he must deal with things, not with abstractions. Let him count objects, always putting four things together when he says "four," etc. Often the child's counting is a mere saying of empty words; when his "three" is not an empty word, it often means only *third* instead of an aggreate of three ones. It is thought by many experienced teachers that a child does well, if he really learns the ten numbers in one year. But whatever time it may take, his first business is to learn these numbers, and he is not ready for notation, nor for any use of figures beyond a simple writing of the numbers, till this work is done.

A GOOD TEACHER is the most valuable furnishing of the school-room. But what is a good teacher? She is, first, a person of good character. Next to this is fitness. The theory that anybody can teach school is exploded. "Anybody" cannot practice law, nor medicine, nor set up as an architect, and certainly cannot enter any technical pursuit with assurance of success. Why then should

this "anybody," who represents unadapted labor in any pursuit, be more competent in the teacher's chair than at the bar, in the pulpit, or at the sick bed. Our city fathers would not hire an "anybody" to do a job of plumbing, or of carpentering. They would scour their city over and over to secure a good surgeon to set one of their children's limbs; yet these same parents would by no means be so careful about those whom they hire to work on the furniture of their children's heads. Our rural parents hire the best veterinary surgeons for their sick calves and colts, but do not exercise any such care in the selection of their s chool teachers. "Anybody" cannot administer sulphur and glauber salts but he can administer doses of arithmetic, language and geography. But "Anybody" is on the decline. His prestige is gone. His standing is often questioned. Natural fitness, however, should be coupled with good scholarship and professional training. A chisel is a poor instrument with which to cut a round hole. A hod-carrier is out of place in the pulpit, and a kitchen girl is not a fit person for the teacher's chair. People are generally finding out these facts. There is a strong demand for teachers who are teachers by nature as well as by circumstances. Of course, like wealth, most teachers acquire the power of teaching by careful and painstaking preparation in institutes, normal schools and individual study.

THE identification of teaching ability with scholarship, the differentiation of the teacher from the scholar by a knowledge of method, and the justification of method by an appeal to doctrine, are chronological steps in the history of the teaching art. The first of these three phases of opinion is still reflected in the legal requirements for obtaining a license to teach, in which general scholarship is the main consideration; the second is embodied in the normal school, the distinctive purpose of which is to ground pupils in method; while the third and final phase is exhibited in the recent movement to make education a university study, and thus to make possible a teaching profession by evoking a spirit of scientific inquiry and procedure. The mere schoolmaster or drill-master is good in his place, and even indispensable; but the great educational need of the age is the teacher who is at the same time a scholar, a thinker, a man of ideas, one whose intellectual horizon is wide enough to allow him to discuss educational problems with true catholicity of spirit and with a good measure of philosophic insight. The creation of this professional spirit, and the education of teachers after the requirements of this high ideal are functions of the university. They are beyond the resources of schools of a lower type.—*Fortnightly Index.*

AFTER all, for the select few who are bound to survive, the old way had a certain merit in setting a resolute boy to a "back hug," even with a poor school book. But when this boy has nothing more substantial in his grip than the shadowy thing that purely oral instruction becomes in the average teacher, there is fearful danger of his getting a bad spiritual sprain in trying to embrace a cloud. We believe it is coming to be well understood that we have done about as much as we can with better methods until we can elevate the mental, physical and moral

constitution of the ordinary teacher to the point that the soul of the natural way may be apprehended, and the method shall enlarge and not enchain the one who attempts to wield it. What the schools need just now is a race of teachers who will take their stand at the center and tell us how to do the everlasting, commonplace things that lie at the base of human life by methods more natural, swift, sweet and radical. How to teach the ordinary child, in a shorter time and with less friction, to read and write and spell, and put his thought on paper, and handle numbers, and have a realizing sense of nature, the world he lives in, and some of the good things that people have done in it — this is the problem in the common school. When this is really done we shall ample time for our drawing and music; possibly for some approaches toward the mechanical arts. But nothing will come out well if we lose our foothold on the center and fail to awaken the mind, train the faculties, develop the character, and "lend a hand" toward that fashioning of original manhood and womanhood which is the one grand lesson sought for every soul incarnate on God's earth.—*N. E. Jour. of Ed.*

THE recent establishment of chairs of education in De Pauw University and in the University of Wisconsin is a movement in the line of our general educational progress and of university progress as well. The highest places in the public school service must necessarily be filled by men and women that have had a collegiate training, and such teachers should have an opportunity to study their art in its historical and philosophical aspects; and simply as a branch of human knowledge, education has as valid a claim to university recognition as medicine, law or theology. A very significant fact in connection with this movement in Wisconsin is that its firmest advocates are the presidents of the four state normal schools. So far from regarding the university study of education an infringement on the vested rights of the normal schools these men have the wisdom to see that the university recognition of the professional status of teaching is a stimulus that will bring still larger numbers of young men and women into these training schools. The normal school is at present organized as a school of secondary instruction, co-ordinate with our better high schools, with respect to its academic work. This fact determines the sphere of the normal school. Its function is the education of teachers for the ungraded schools of the country, and for the subordinate places in village and graded schools. Superintendents, principals and higher assistants require a more extended scholorship than the normal school can give.—*Fortnightly Index.*

The teacher should put solid principles under his art; he should build his art on these principles. Most teachers will spend an hour studying to know a lesson, say in arithmetic, but give not a moment to studying the art of teaching the pupil when that lesson comes up. He trusts to luck, to inspiration, to anything. This accustoms him to admitting that teaching amounts to little; and when this point is reached that teacher's downward course is sure. The teacher should strive against this. He should study the lesson with reference to presenting the matter to the pupils.

One of the best examples to cite is the case of Matthew Arnold. This eminent

man came to this country and proceeded to lecture before the American public. They heard him patiently and then said, "His matter may be good, but his mode of presenting it is bad." Mr. Arnold put himself in the hands of those who knew more about the art of speaking than he did, and it was soon seen that he was a better speaker. His mistake was that he over-estimated the matter, and under-estimated the art of presenting it — a fault of most teachers.

The principles the teacher should keep in mind: Relate to (1) the pupil; (2) the subject; (3) outside circumstances; (4) the teacher.

(1) Begin at the pupil's standpoint. (2) Proceed from the near to the remote, simple to the complex. (3) Teach inductively. (4) See that with the knowledge comes ability. (5) Keep the thought before the mind until it is connected with the pupil's trains of thought. (6) Accustom the pupil to work and to delight in it. (7) Review that the pupil may retain his knowledge. (8) Develop and recognize the individuality of your pupil. (9) Carry the pupil up on all sides. (10) Let every step be a natural step.

As to the subject matter itself, let the teacher (1) see that what is already known is firm — from this reach out. (2) Divide the steps to be taken into smaller steps, if needed. (3) Be sure to arouse the curiosity. (4) Refer frequently to established principles, or fundamental ideas. (5) Connect related subjects. (6) Go from the thing to its sign. (7) Go out in all directions.

As to himself, the teacher must (1) make his teaching interesting. (2) Throw life and energy into his work. (3) Make the subject palatable to the pupils. (4) Carry his skill to a higher point each day.

As to the surrounding circumstances, the teacher must (1) bear in mind the future of his pupil. (2) Constantly give general culture.— *New York School Journal.*

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SELECTED.

NATURE THE SOVEREIGN SCHOOLMISTRESS.

BY W. H. VENABLE.

I.

Mother Nature is the sovereign Schoolmistress. The teacher who does not co-operate with her fails; who does co-operate with her succeeds, for she is the authorized principal of all the schools. Her credentials come from on high. Her certificates are signed by the Great Examiner.

Man has his part in training his fellow-man; he is his brother's keeper; but his duty is limited by his ignorance. Human responsibility extends to the verge of human wisdom and virtue, which is soon reached, and beyond that verge Divine hands relieve us of our tasks and cares. Children come out of the mystery of Heaven, and are consigned to our trust to be nurtured, taught, made ready for the career called living, and the destiny called dying. From God we come into the world; out of the world we go to God. From the infinite unknown to the infinite unknown is the brief flight called mortal existence.

Nature, the daughter of God, sits in the earth to interpret her Father's will. Her lap is filled with the records of centuries, and

she opens to man Sibylline chapters foretelling what humanity shall become. She is the Sovereign Schoolmistress. Hear ye her voice.

Man's first duty is to educate his kind; and to educate is to assist Nature, not to supplant her, not to oppose her. Could we only know how to adjust ourselves to the laws of God, (which are Nature's laws,) we might hope to educate with a potency hitherto not dreamed of.

We must educate children — must instruct, control, inspire, direct them, by the wisest means we know, but we must not forget that they also educate themselves, or are educated by inworking forces; that the very structure of their being determines their culture; that Nature gives impulse to every faculty and defines every function of body and mind.

Teachers cannot create new mental and moral elements in pupils; as well may they try to create new physical organs by gymnastic training. We may retard, develop, regulate, harmonize existing organs and forces, but that is all we can do. The educator's utmost science is to know Nature's laws; his supreme art is to co-operate with them. This is the economy of economies.

You widely miss my meaning if you gather from these sentences that I recommend an education unsystematic and vague. By the term Nature I do not mean savagery. Boys and girls should not be left to run wild; nevertheless, remember that the same instinct and energy which runs them wild is the power on which to rely in propelling them up the hill of civilization. The misapplication of power is evil, but power itself is good. As where there is life there is hope, so where there is mental force there is promise. It is a radical mistake to regard the faculties of the soul as essentially bad or wrong. There are no evil passions or base propensities. The complete man possesses all the faculties named or not named in mental and moral philosophy. The perfect man uses all, misuses none of these faculties. Evil springs from misuse, and misuse is as often the result of ignorance as of conscious law-breaking. The teacher has cause for discouragement and grieving when he discovers a strong faculty perverted; yet he should take heart from the reflection that *conversion* is always possible; that, in fact, the best skill of his days must be employed in converting.

One may deal confidently with a developed faculty,—with an active, positive, vigorous force; but how much more difficult and perplexing it is to germinate an embryo, to hatch an egg of the mind and feed the chick through the gapes of feebleness.

There must be some natural order of development in man. Each individual grows, feels, wills, acts, according to the tendency and possibility of his nature. As the observations of meteorology bring us nearer and nearer to the realization that every change in the weather depends on fixed laws, and that even the variable winds and electric storms obey an invariable force, so, the study of man's nature tends to prove that what seems accidental and irregular in character and conduct may be in accordance with persistent forces understood and applied by superior wisdom. Men are alike in elementary constitution, but diverse in development. From unity education produces infinite variety. Nature seems to abhor sameness; she differentiates, and we err when we oppose her method.

The organization of the human being is so intricate, so complicated, so multitudinous, that science is foiled in her attempts to discover the law of its operation. Here is a clock-work which no one but the maker understands. It has been running for thousands of years,—some say for millions, and yet it has not revealed the mystery of its structure. We can see the index moving, but we cannot see the wheels and springs, the weights and pulleys within. We observe eccentric attachments, but know not how they are organically connected with the machine. We may break open the case, and pry curiously within, and learnedly name the parts,—*protoplasm*, and *gray matter*, and *nerve-force;* but alas! when the clock is broken it is not a clock.

The most pedagogical pedagogue must frankly own that man is a mystery. But this mystery is not all mysterious. Some things we know, and much we may learn, and all is known to the Creator. Using what we know, learning what we can, and trusting Him for the rest, let us enter our school-rooms and do our work.

II.

Much time is wasted at school, in attempting to teach children what they are not old enough to learn. The farmer is not so foolish as to plant corn in January. But how foolish the parent or

teacher who thinks to grow, in the child's brain, the reasoning powers, the conscience, the moral sense, before the season. When my pupil was six years old he could not comprehend the simple elements of arithmetic and grammar, though he studied by the hour and stained his slate with tears; when he was twelve he found no difficulty in elementary arithmetic and grammar, and he wondered that he had ever regarded these studies with disgust. Nature, thou patient school-mistress, why didst thou not teach me not to teach?

We do not look for ripe fruit on succulent sprouts. Why expect the elaborate essence of morality in early youth. Green apples are bitter and sour. The fond mother weeps at what she deems the depravity of her young son. Remember the boy is a boy, not a man. He is yet in the savage state of his individual life. The marvelous insight of Plato long ago discovered the real state of the case. "The boy is the most unmanageable of all animals; he is the most insidious, sharp-witted, and insubordinate of animals." But hear how the wise Greek explained the fact. The boy is thus because "he has the fountain of reason in him not yet regulated."

Yes, boyhood is prehistoric, or at best the primitive period of human life. It is a heroic age, a dramatic era, a time of war and love, but not civilized, much less enlightened. Shall we call it the Thor period, of which the leading idea is *hammer?* Boy as boy is interesting to contemplate, but who could bear to exist with a perpetual boy? He is not only a perpetual motion, but a never-ending noise, and a ceaseless explosion of dynamitical violence. Our mental ejaculation to the average boy is that of Dickens's benevolent Cheruble to his brother: "Devil take you, Ned, God bless you."

Let us have patience with these obdurate young brethren. Their ugly transitional traits will not last. Let the surgent blood leap while it will, and let the animal grow. Bear and forbear. Yes, be thankful that Sam is Thor, hammering thunder out of the sky, not pale Narcissus drooping by the brook of death. The finer principles of benevolence, pity, piety, gentleness, self-sacrifice, are of slow culture. You, there, who sit at the teacher's desk, have *you* quite tamed the savage in you? Try the ratan on your own back, then.

Trust Mother Nature to punish the boys. Gracious Matron! she forever whispers deep lessons to their hearts. Sam weeps on her consolatory bosom, after disdaining his mother's plea, his father's condemnation, and his master's rod. Yes, rigorous yet gentle Nature knows the boys will not forever stone the pigs, slay the cats, and pull off the birds' heads. They will not always monopolize the nicest of the apples and beat their sisters for reporting the facts. Experience discovers limitations to their tyranny, and teaches even their selfishness to seek gratification in less objectionable ways. They throw away the Thor hammer of their own accord, seeing it is not the best instrument with which to win happiness.

The farmer finds it almost impossible to crush, with roller, harrow, and hoe, the stubborn clods of his field; but under the action of rain, frost, sunshine, and gravity, how often have I seen those same stubborn clods fall to pieces of themselves, and crumble down about the roots of the wheat and barley! So the teacher finds it difficult to subdue and reform incorrigible propensities, that, if left alone, will soften, yield, and disappear, under the beneficent influences which commonly bear upon youth. How many efficient assistants every teacher might have if he were wise enough to know it. The first assistant ought always to be the teacher's own pupil. Ah! I spoke without reflection, and should have said the teacher is only first assistant to the learner, for real education must always be, in the main, self-help.

III.

He who co-operates with Nature, in the work of educating the young, will discover that Nature's text-book is illuminated on every page with the inspiring word, Freedom Freedom is the best good. Freedom is good for the body; good for the soul; good for man — for each organ and part of him, even to the minutest atom that enters into his composition, and for every motion of life or spirit that stirs his being. Freedom is strength, activity, life,— unfreedom is feebleness, paralysis, death. Freedom is neither license, nor constraint; neither stimulation, nor stupefaction; nor the condition of the over-nourished, hot-house plant, nor of the neglected weed by the barren way-side, nor of the rank, untended wild vine of the forest; but it is the state of the cultivated vegetation of the

fertile, sunny garden bed. Freedom is the condition which allows man to become his perfect self in the happiest way. It is a favorable opportunity to conform to the law of individuality, to adjust man's faculties to their natural and proper use, to seek and find one's own physical and spiritual heritage, and to reach the full stature of independent manhood. Freedom is not the right to do as you please; it is the liberty to do and become what you are capable of in the legitimate exercise of your own powers — the privilege of obeying the eternal commandments inscribed by the Creator upon your members and your mind.

There can be no true obedience without freedom. To obey the laws of health I must be permitted to obtain proper food, practice suitable exercise, breathe pure air, and sleep in peace. The mind's health, also, requires wholesome surroundings and opportunity to enjoy them. Elegantly has Holmes elaborated an old, familiar figure illustrating my subject. "Look at the flower of a morning-glory the evening before the dawn which is to see it unfold. The delicate petals are twisted into a spiral which, at the appointed hour, when the sunlight touches the hidden springs of life, will uncoil itself and let the day-light into the chambers of its virgin heart. But the spiral must unwind by its own law, and the hand that shall try to hasten the process, will only spoil the blossom that would have expanded in symmetrical beauty under the rosy fingers of the morning."

Not only must the plant blossom in its own way, it must remain of its own species. Shall one say in obstinate pride or blind conceit, "I will make of this plant what I please, I will conform it to my ideal,— it shall bear peaches,— it shall bloom roses,— it shall ripen corn,— it shall grow, like Jack's bean, a hundred miles high, — it shall be a creeping moss?" Or shall we reflect, with humility, as co-workers with God, "What will come of this marvelous perennial that I am permitted to train? What lovely and heretofore unheard of blossom may it unfold? How can I best nurture and protect its tender leaves? How can I discover what soil, situation and culture are best adapted to it?"

Fellow teachers, let us emancipate ourselves from the slavery of a mechanical system which ignores Nature, forgets God, and reduces us to tasked operatives, supervising a spinning-jenny. Let

us emancipate the children from the tread-mill task of grinding out lessons for the sake of recording the grists. Lead them back to the Freedom of Nature; make them conscious of mind, thought, affection, duty, and joy. Feed them not on husks, but call them to the fruity orchard of vital knowledge, and to the flowing waters of living virtue. Measure your success not only by the number of subjects taught, but by the number of minds roused to action. Count it no merit to have passed your class with an average per cent. of 99, unless you can claim also that the class has learned to love learning. Show me one boy or one girl whom you have induced to seek study as a pleasure rather than a task, and I will say you deserve the crown of praise. Make of this boy an original man; make of this girl a woman whose mind to her shall Kingdom be, and no crown of praise can add glory to your brow.

Oh, that some blessed revival could come upon the brain and heart of our profession; could fall like sunlight from Heaven and illuminate and warm us for our duty. For we forget the principal things we should remember. The teacher should more than teach, more than govern, more than love; he should *inspire* his school. Inspire, breathe into the pupil the animative principle, the soul-breath, the awakening spirit, that gives consciousness of the need of activity, power, culture, education.— *Ohio Educational Monthly.*

INDUSTRIAL EDUCATION.

BY SUPT. ALBERT SALISBURY.

Within the past few years a new term has come into our educational parlance, a term whose coming marks not a new fact, but a new movement in our social life. Industrial education, in one sense, has existed ever since Tubal Cain taught his first apprentice; but it is only within a short time that men have preached the desirability of making it universal by engrafting it into our public school systems. But, recent as is the movement, there is already a large body of intelligent men who advocate this very step, and another large number who are half convinced.

Let us consider, then, for a moment, the question, What *is* in-

dustrial education? There are various answers; but the common element in them all is about as follows:

Industrial education is an intelligent and systematic training of the organs and faculties for the operations of manual labor. Each part of the definition may be insisted on. Industrial education must not be simply teaching, but *training*. It must be intelligent and systematic, not hap-hazard. The training must not be merely that of the bodily organs. It must be quite as much training of the mental faculties. The eye, simply as an eye, cannot be educated; it is the co-ordinated action of eye and brain that is susceptible of education. And, finally, industrial education concerns itself only with those operations which are involved in productive manual labor. The training of the hunter, the oarsman, the gymnast, the soldier, however severe or scientific, is not industrial training.

Passing on to the questions: What is the *object* of industrial education, the end which conditions all its means and methods? *Why* should it become a part of our public school curriculum? we encounter a wide diversity of opinion. With one class, the reason or motive is found in their ideas of symmetry in education. They are concerned about a proper balance in the development of a man through training; and they feel that the physical has been sacrificed to the intellectual. They are discouraged with the moral outcome of athletic training at our great colleges and elsewhere; and even that is impracticable for the great mass of young people. Gymnastics as practiced in the schools hitherto seems to fail of solid results. And so they turn to industrial training for the physical salvation of the school-going youth.

With a much larger class the point of departure is more narrowly practical. They have not over-much faith in the results of the intellectual training given in the schools. They think that colleges "spoil good mechanics and farmers to make poor lawyers and doctors." They put their faith in manual labor and in business. And so they hail with hopeful joy a new phase of education, which seems to them to run in more "practical" lines, and to avoid the danger of educating boys and girls "above their sphere." They see in this also a hope of ennobling manual labor, and relieving it from the contempt into which a one-sided intel-

lectual culture has seemed to cast it. This view is by no means confined to farmers and the so-called laboring classes; they have not yet begun to think much about it. But it is largely composed of successful and somewhat thoughtful business men, especially those at the head of great manufacturing interests, both east and west.

Then there is the class of discontented theorists, men who are ready for almost anything in the way of innovation or experiment, from the teaching of biology in elementary schools up, or down, to the teaching of blacksmithing in universities. They are distrustful of all long-tried, and very hospitable to all untried, methods and ideas. And yet, withal, they are a very useful balance against conservative inertia in education.

We should not overlook, in passing, a fourth class of people who have no interest in industrial education as a general agency. They do not want it in all the schools. It is a thing for the very poor only. Its sole end is the gaining of an honest modest livelihood. When it is provided for orphans, waifs and vagabond children, there is an end. It is not, in this view, education in any broad sense. It thinks of little more than provision for the future of the child's stomach. It is an economical measure to lessen the future strain upon the alms-houses.

Each of these classes seizes upon, or is seized by, a single truth or phase of the truth, and is ruled by it; but there are minds of broader view and better insight, who gather up all views into a comprehensive argument for industrial education or manual training, as some prefer to call it, in the schools. Let me try to formulate their argument. Industrial training is not a substitute for, but the proper complement of intellectual training.

Its value consists:

1. In its effects upon *manhood.*

It helps to educate the whole man, giving a symmetry and completeness not reached by prevailing methods. It gives its recipients a sense of efficiency and self-reliance the very opposite of that practical helplessness which so often accompanies a high degree of culture solely intellectual. It brings added dignity to labor, relieving it from menial associations and bringing its varied operations within the field of study and systematic presentation, the realm of

principle. Moreover, it has a decidedly moral tendency, furnishing another set of aims and occupations to draw the youth away from idle frivolity and dissipation, and is often useful in this direction to those for whom the intellectual attractions have insufficient power.

2. For its effects upon *society*.

When made general in its application, it will give to those who need it most, if not to all, more and keener weapons for the struggle for existence. Under its influence there will be fewer drones, unfit and unwilling to earn the right of existence, living by the sweat of other men's brows, and the waste of other men's brains. It will enlarge the aggregate product of the world's industries, by greater universality of skill, and so increase the sum of the world's comforts and enhance its civilization.

But, on the other hand, certain pertinent objections are offered. I present, first, one of a purely practical nature, which holds up the expensiveness of manual training, the great cost of the necessary room, appliances and instruction. This objection has no little weight, but it is not insuperable.

Another objection, the most common one, avers that there is no time for it, that the average school-life is too short, and our courses of study already too crowded to admit of any increase of demands upon the children. It is urged that the pupil has but a given amount of energy, and that whatever is put into manual training is so much subtracted from the energy available for intellectual discipline. To this, it is answered that experience does not sustain this theory, that manual training is *rest* from mental labor, and that enlargement on the physical side does not, as a matter of fact, induce shrinkage on the intellectual.

A more serious line of question and challenge is that voiced by Dr Stanley Hall at the recent great educational congress at Madison. He said, though I may not be able to recall his exact words, "There is no people on the face of the earth with whom the right hand is so near the brain as the American people. We should, therefore, hesitate to rush hastily into a course which will tend to greatly increase this special development." Whether we are in danger of too great a development of mechanical aptitude I know not; but the question is worth serious consideration.

The combined force of these objections is certainly such as to call for caution and further experiment and investigation before consummating any general incorporation of manual training into the common-school system of the country at large. It is too soon to prophesy whether such an incorporation will ever take place; though there can be no doubt that the present widespread agitation and discussion will leave a considerable mark upon the future development of American education. There are already a few excellent manual training schools in the country, capable of sending out a body of instructors for other schools when needed, not to mention numerous so-called industrial schools of the eleemosynary type.

There are, moreover, special conditions existing in portions of our land, portions by no means small in territory or importance, in which this question of industrial education has a vital interest and significance that will not allow it to pass without further examination and trial.

I must not close this article without allusion to the subject of *methods* of industrial education. Two quite different, if not conflicting, methods have already arisen, and have each their advocates.

The first might be designated as the *factory* system. It presupposes that the object of industrial education is to teach trades, and that these can be really learned only by actual practice in details. Its methods are largely imitative. There is little, if any instruction by classes, and little enforcement of principles. The pupils are put as soon as possible into the processes of manufacture, with the result of an imperfect product not capable of profitable competition in the market. This method is very expensive in the plant required, buildings, machinery, and stock; and is especially open to the objection of subtracting from the time and energy which the pupil needs for his regular school work. Industrial education by this method costs much in money, somebody's money, and in sacrifice of mental culture. It is little else, on its industrial side, but the old system of apprenticeship adapted to the age of machinery and divested of its oppressive features. Its great merit is that it accomplishes its object, the teaching of trades, along with a moderate degree of intellectual enlargement.

The other prominent method, sometimes called the Russian system, finds its best and most popular exemplification at the St. Louis Training School, a counterpart of which has lately been inaugurated at Chicago.

It rejects, at the outset, the idea of teaching complete trades. Only a minority of its pupils ever expect to engage in mechanical pursuits. The term "industrial education" is less used, and the term "manual training" is substituted as more accurately indicative of the ends in view. Pupils are not taught individually, as apprentices, but in classes, as students. They start from general principles, and the *intelligent* side of their work is always put uppermost. They are taught the general principles of the use and care of what are called "the fundamental tools." There are series of lessons and exercises in the use of the saw, the hammer, the plane, the chisel, beginning with demonstration by the teacher, and followed by as much practice as circumstances permit, which is usually considerable. The same method is pursued in the blacksmithing department, where the first exercises are lessons in hammering, to hammer smooth surfaces and rounded surfaces, straight edges, square points and round points, cold lead being substituted for hot iron at first. The managing of a fire is taught to classes, the use of different kinds of coal, etc.

But there is no attempt to produce a merchantable product, it being held, and with force, that when any person has reached a point where he can produce a result which can compete in the market, he is no longer in a state of pupilage, no longer a fit inmate for an industrial school. The study of *drawing* is pursued with great thoroughness as a fundamental requisite of an industrial education; and there is no lowering of the standard of scholarship in the literary department of the school.—*Am. Missionary.*

A COURSE OF STUDY IN COUNTRY SCHOOLS.

BY F. L. COOK.

The use of the term "graded" has sometimes given a wrong impression. We do not expect to grade the country schools as closely as is done in the city. What we mean by a graded country school is one in which each of the common branches receives its

due share of attention, no hobby being made of any one of them at the expense of others by either teacher or pupils. What is meant by "due share of attention" is shown in a Course of Study prepared by eminent teachers and revised many times, as actual trial to hundreds of schools has shown its defects. In introducing this Course of Study, or as some please to term it, in grading the country schools, we give attention to the following particulars:

1. If penmanship, number, and practical grammar (by this is simply meant practice in speaking and writing correctly) have been neglected in the primary grade, we make haste to introduce these important subjects. In all of the best schools the little ones were receiving this instruction. In others the first and second reader grades were accustomed to study nothing but reading, which left four-fifths of their time for stupid idleness or for mischief. Besides being a great waste of time this made many dislike school; and no wonder, since the longer they attended school, the more stupid they became. That the little ones should be started aright is a matter of incalculable importance, and if there is anything in educational doctrine so well established that its correctness cannot be questioned it is that the child should be taught to write as fast as he learns to read, and should receive instruction in number and language from the first. The primary pupils take kindly to this work if the teacher is interested in it. There is, indeed, no obstacle whatever to its introduction, except now and then the ignorance or indifference of some teacher. We have, however, very few teachers of this class generally, and the number would be still less if there were not so many parents who make the serious mistake of supposing that any one can teach small children. Teachers who do not know how to make the subjects mentioned profitable and interesting to beginners should lose no time in finding out, and public opinion should demand that this feature of the Course of Study receive full attention. It is certainly difficult to overestimate the importance of this primary work.

2. It is our aim to hold pupils to the Course of study after they leave the primary grades. It is in the intermediate classes that the trouble in grading begins. Charlie goes home and says: "Father, I don't want to study grammar," and father perhaps replies: "Very well, I am willing that you should not for arithmetic is the only

subject that will be of use to you." So one by one the subjects are dropped, or not taken up at the proper time, and soon several members of the school are studying little but arithmetic. The result usually is that they make no greater progress in arithmetic than they would if they took the full course, for a pupil can concentrate his attention on one subject for a short time only without rest, and change is rest. Such pupils almost inevitably lose interest in their work, seek in disorderly conduct the rest and change that a variety of studies would give, and become a curse to our schools. Just here, parents, we ask your aid. Will you not see to it that your children study all of the common school branches? After completing the common school course it is proper that they should choose some special line of study or work to be determined by the natural bent of their minds; but a knowledge of the common branches, none can afford to be without as a foundation, no matter what calling they may select, or what natural talents they may or may not possess. We allow the older pupils to study independently of the course if they are urgent to do so, but desire that the number of such students shall steadily decrease.

3. We strive to interest the older pupils at least in the examination of students by the county superintendent, and in the graduating system, feeling sure that rightly understood and presented these will be powerful incentives to vigorous, thorough work. When pupils have definite aims for achievement, and hundreds of them in all parts of the county are doing the same work, the means being provided also of comparing their work with their neighbors', it is easy to have good schools.

4. It is important that constant and judicious attention be given to "evening up" the work of those who have been devoting much time to some favorite study and neglecting others. Teachers should strive to awaken an interest in the subjects slighted, so that a little more attention may be given to them and a little less to others. In this "evening up" process the least necessary topics may be omitted. While it is highly proper that in a high school or college a special line of study should be chosen, such a course of procedure is wholly wrong in elementary work, and disastrous in its effects.

OBJECTIONS CONSIDERED.

The above is about all there is of grading country schools, and I submit that there is not in the whole scheme one thing that is difficult, impracticable, or undesirable. It may safely be attempted in the most backward school, and under the most unfavorable circumstances, for, mark this, please, if ever so little of what has been described is done, that little will benefit the school. We have everything, then, to gain and nothing whatever to lose by an attempt to use a course of study. If only a part of the primary work so often neglected is done, isn't that better than that all of it should be omitted? If at first only a few members of a school are induced to take the full course and are furnished with new and powerful incentives, rendering their work pleasanter and more economical of time than before, isn't that good so far as it goes?

The objections commonly urged against a course of study are:

1. That it keeps the brightest pupils back.

This is not true. On the contrary it economizes time in every way. Pupils able to do more than their classes, are encouraged and assisted in going on, and are promoted to the next grade as soon as they are ready for it. Separate recitations cannot be heard for such pupils, but they receive individual aid. First of all, however, it is their duty to learn thoroughly the regular lessons and to recite them with their classes. Parents are sometimes more interested in knowing the number of pages of the text-book their children have *passed over* than in ascertaining whether they have understood what was on those pages. A vast amount of time is lost by lack of thoroughness.

2. That it makes the teacher too much work.

It is true that at the outset there is extra work for the teacher, but as soon as the course is fairly introduced it saves labor in some directions. However, no plan can be devised that will enable one to teach well without earnest effort, and I am ready to admit that the adoption of a course of study will inevitably expose those teachers (there are very few of them in this country) who are disposed to make as little return as possible for the wages received. In their conversations with me some educators have urged that country school teachers do not know enough, as a rule, to use a course of study or to appreciate its advantages; hence it is a waste

of time to bother with it. However it may be elsewhere this is not true in Olmsted county. Indeed, I do not think it is the case anywhere. Some are very slow about informing themselves on the subject, and some are quite indifferent, but the majority are doing nobly. The fact is a poor teacher needs the assistance afforded by a course of study even more than a good teacher.

3. That these are "new-fangled notions," and the good old ways are the best.

If "new-fangled" means untried there is no truth in this objection, for I have been careful to recommend only measures that have been thoroughly tested. Any one who supposes that we are trying experiments is greatly misinformed. Among the things to which objection has been made, on the ground that they are new, are the following:

(1.) Written examinations.

Those who complain of written examinations are the pupils (and teachers) whose work is so poor that it will bear no reasonable test. The more slip-shod and inefficient the work, and the less interested the pupils, the greater the dislike of examinations. The truth is that examinations are a powerful incentive to pupils to concentrate their minds upon whatever task is before them, to do their work thoroughly and thoughtfully; and to teachers to have definite aims and to see that progress is made every day. The pupils need the practice the examinations give in putting their thoughts on paper. Once a month is none too often for written examinations, but they should not last two or three days. Five questions in a subject are perhaps enough. In schools not accustomed to examinations some teachers have received papers so very poor that they have made haste to burn them up. It would be well to keep such papers for comparison with future work. Pupils do not realize how much progress they make without such comparisons. It matters little how poor the attempts are if each succeeding month shows improvement.

(2.) The making of monthly reports to parents of the progress of their children.

There is nothing new in this either. Our best teachers have always done it, and consider it necessary. These reports are an incentive to both pupils and teachers to do good work. Parents

have a right to know what their children are doing and might reasonably be expected to demand the reports instead of, in some instances, objecting to them.

(3.) The granting of certificates of honor for regular attendance.

As these cost the county nothing it is difficult to see why any one should complain. They are given for the purpose of keeping the important subject of attendance in the minds of pupils, parents, and teachers. The more it is discussed, the better it will be for our schools, some of which are very nearly ruined by irregular attendance.

SHALL THE COUNTY SUPERINTENDENT FURNISH THE QUESTIONS FOR THE MONTHLY EXAMINATIONS?

The superintendent, if teachers and parents approve of it when the proper time comes, should furnish the monthly examination questions to all the schools of the county. This seems to me to be one of the most important features of the whole scheme of grading the country schools. So many teachers have urged me to furnish the questions that I feel quite hopeful that this will be generally desired. Some of the details of the plan are as follows: During the summer vacation a manual will be published containing a carefully prepared Course of Study, and a detailed Outline of Study for the use of the teacher and the pupil, showing the work that should be done in each grade of the school for each month of the year. This manual would cost the county nothing, and a copy of it would be furnished free to nearly every pupil in our schools. At the end of each month the superintendent's examination upon the work outlined for that month would be taken, it being clearly understood that the outline should in no case limit the study of the pupils, but should always limit the examination. In other words, if the class had at some past time thoroughly done the work outlined for a given month, or if they were able to do more work than outlined, they would go on with the work for succeeding months, or with such additional work as the teacher might select, not losing a moment of time on account of being ahead of the outline. But the examination would be confined strictly to the outline. Each month's examination papers of the pupils would be

bound in a manilla cover furnished free for that purpose, and the papers kept on file for the inspection of those interested, and for comparison with the papers of other schools. This would also render easy a comparison of the work of each succeeding month and year with that previously done. School visitation would be far more effectual than at present, because the superintendent could call for the manuscript work of each month and by noting the improvement or lack of improvement could determine the ability of the teacher with more acuracy than is possible in a short visit alone. The county would be divided into great districts, each consisting of about five or six school districts, and an annual written examination would be held by the superintendent at some convenient point in each great district, to be followed in the evening by a literary entertainment. Certificates of rank in class would be issued to those taking the annual examination, and on certain conditions county diplomas would be awarded.—*Our Country and Village Schools.*

THE "NEW EDUCATION" IN PENNSYLVANIA.

The teachers of Pennsylvania have been trying to find out what the "new education" is. At the recent session of the State Association at Meadville, a paper on the subject was read by Supt. R. K. Buehrle, of Lancaster, and an animated discussion followed. A careful reading of the paper and the *Pennsylvania School Journal's* report of the discussion following, does not impress us that our Pennsylvania brethren have succeeded better than others in the effort to define the "new education" and to estimate its value.

The author of the paper and all who took part in the discussion seem to have agreed in this, that there is no such thing as a new education, in the sense of something recently discovered which was heretofore unknown. No new principles have been discovered. The newness consists in the wider diffusion of educational ideas, and in the wiser and more general application of old principles. One of the speakers deprecated the use of the term "new education" as misleading. Its flippant use by every educational hobbyist has a tendency to make young teachers think that it is a recent

discovery or invention, and that "there is some place where they can go and get it ready made."

All agreed that great changes had taken place and are still going on, and there was pretty general agreement that these changes, in the main, are in the direction of progress. The view taken by the writer of the paper is less hopeful than that taken by some of those who followed in the discussion.

The general employment of female teachers is not an unmixed good. The schoolmaster has been displaced by the teacher; gentleness, refinement and morality are taking the place of harshness, coarseness and vice; the reign of love prevails where once a law of fear and violence held sway; but the independent, strong-willed boy needs the master's strong and firm hand. The new education threatens to become more and more an education of boys without strength of body or mind. There is a deficiency of robustness and vigor. "Few genial and inspiring rays from the greater lights in the intellectual horizon find admission into the people's halls of learning. Whittier's 'brisk wielder of the birch and rule' has indeed disappeared as 'master of the district school,' but with him has also vanished the scholarship, the learning, the *inspiration* that came from 'classic Dartmouth's college hall.'"

Oral teaching has, in a measure, supplanted the text-book, and has degenerated into twaddle,—into routine and empty word-repetition. Objects animate and inanimate have been introduced to the inquisitive and wandering eyes of pupils in eager expectation of a real intellectual feast, but disappointment awaited both teacher and pupils. The viands proved palatable but less nourishing than was expected.

Yet withal there has been real progress. We are learning by blundering. We begin to realize as never before, the importance and value of the real teacher; and we begin to understand that there is no substitute for *brains* in the teacher — that the better the method of instruction, the greater the necessity for scholarship and culture in the teacher. We realize more and more the indispensableness of a knowledge of mind in order to create and develop mental capacity and strength.

The "new education" is not new in its ultimate aims, nor even in its fundamental principles, but in its means and methods, and

in the greater attention given to the study of child-nature. A distinguished feature of modern educational effort is the glad recognition it makes of the spontaneous activity of the child. An active, working, joyous school is more desirable than a quiet school. The child is not only receptive but self-active, growing by its own activity rather than by the mass of information which may be crammed into it.

Adopting as one of its mottoes the principle announced by Comenius, that "whatever is to be done must be learned by doing it," the "new education discards the spelling-book, the grammar and the rhetoric, and seizing the pencil and the tablet, learns to write and spell by writing the words as it becomes necessary to use them, and to compose with ease and elegance by composing."

Nothing more distinguishes the educational effort of the present than the prominence given to elementary instruction. It exalts little children. The kindergarten and the primary school are modern institutions. Nowhere else has such progress been made as in the primary school. So rapid has been the growth of our system of elementary instruction, and so radical have been the changes in our methods of primary teaching, that intermediate and advanced instruction have not kept pace; and the difficulty of adjusting the new and the old has sometimes led to unjust disparagement of the improved methods of primary instruction.

There is less repression and force in the management of children than formerly. They are moved through sympathy and love, rather than driven by fear and pain; but it is a fault of the "new education" that it is too much disposed to let the child lead instead of being led — controlled more by his desires and impulses than his highest good.

We are yet in the transition state. The language of the "new education" is, "Not as though I had already attained, either were already perfect; but I follow after, if that I may apprehend. Brethren, I count not myself to have apprehended; but this one thing I do; forgetting those things which are behind and reaching forth unto those things which are before, I press forward."

A good spirit prevailed, and good will undoubtedly result from the discussion, even though no very definite conclusions were reached.— *Ohio Ed. Journal.*

GRADUATE THE BOYS.

BY FRANK W. GOVE.

We speak, now, of the boys who are enrolled as regular pupils in the schools of Illinois, until they reach the grammar grade, and then part company with school forever. Whose fault is it, and how shall we remedy the evil? Though the teacher may not be responsible for this wholesale desertion by boys, it lies within his province to check the unfortunate stampede from school life,—unfortunate to the boys because they are too young to realize their error, and unfortunate to the state, because the boys of to-day will rule the nation to-morrow. We shall not discuss the courses of study pursued throughout our schools at this time, for we think that the small per cent. of boys in the graduating classes is not caused by the particular line of work prescribed. In the main, the courses of study are what is needed, for no amount of "tinkering," so far as our observations go, has brought the millenium in attendance that is so anxiously desired. There is an occasional cry for the practical, among those who think we ought to make the tradesman at the expense of mental training. But this class is in a small minority, and can never affect our schools to any great extent.

Poverty is often presented as an excuse for absence, but it is used to shield too many who might, with earnest effort and a due amount of grit, work their way through school to a glorious end. In some cases it is absolutely necessary for the boy to leave the school room to support himself and mother, but the fact is that he more often leaves school to engage in business that he thinks will bring him immediate return, and trusts to chance for the future. With no stock in trade but a beardless chin, he grasps for a fortune years before he can vote, and, too young to manage any business, drifts about the world. Perhaps he succeeds. Many boys do; what then? Enjoy himself in his ignorance! The world has no charms for him, save the acquisition of wealth, and he has no pleasure in life, except from without. He possesses no elements within his nature by which he has power to be happy, such as he might have met with a well trained and cultured mind. But perhaps he

may not have prospered, and at the age of twenty-five he finds himself with no more than when he started, and worst of all, with only the first elements of an education. Too late, he has come to realize that an education alone is enduring. The majority of men do not disagree on this question, but boys are boys, and by hundreds they are falling out of the ranks of school every year, just for an experiment. Isn't it time that mature judgment should come to the rescue, and, with the support of the educated men and women of this age, call a halt in these rash decisions of early youth, and insist on boys remaining in school long enough, at least, to complete the course of the public graded school? If this evil is checked at all, it must be accomplished by a united effort of teachers and parents. Strike at the root of the evil, and boldly assert and maintain by argument the solid fact that boys must be educated if they expect to keep apace with our fast progressing civilization. Examples of ideal Americans, whose lives are brought so prominently before our nation as to be familiar to us all, are not wanting. The fact that an occasional inventor, who had little school drill, has risen to the pinnacle of fame, is indeed poor incentive for a boy of twelve or fifteen years of age to leave his school work, one, two or three years before he has completed the regular course. Fifty years ago, yes, twenty-five years ago, no such advantages were offered for school discipline as every boy now has, and if he hopes to compete with his associates, he should be taught *now* that his work must be done to the end. Just so sure as our American boys fail to prepare themselves for statesmen and scholars, just so sure will our laws be framed and executed by foreigners of higher educational ability and more thorough mental discipline. The boy who can make his mark without school drill is just the boy who ought to remain in school until the very last, equipping himself most generously for the active duties of life. America has great need of such men. But it is not a question what we think. The boy must be reached, and his actions governed, or at least tempered, by the influence of his seniors. In addition to the first principles of the common branches, he must be taught that hard work and persistent effort are the only means by which he can accomplish any work honorably; that a thorough mental training will alone fit him for the duties of man in the

next generation, or admit him to the best circles of society; that an American is not born great, but with full and untrammeled liberty to become so, if he will profit by his advantages; that *worth*, not chance, makes the man, and last, that money is a means, not an end. The right sort of teachers, with their shoulders to the wheel, can soon persuade the boys of to-day that, aside from the inward satisfaction of a good common school education, the advantages are all in favor of securing it simply on financial grounds. And this must be done, for the boys seem determined to leave school, and we can expect nothing better until they are persuaded that their judgment is in error.

The truth is that the boy who carries a diploma with him, certifying his honorable completion of the regular course in the public schools, bears also evidence that he has pluck, perseverance and ability,—especially is this true of a public school diploma which represents the honest effort of many years, and hence the importance to every boy of securing it. The time is already at hand when such boys are at a premium. The average boy of to-day brings no certificate with him, except that he lacks moral character and moral courage to remain in school the proper time, and, upon this showing, seeks employment in the crowded avenues of trade. The signs of the times betoken a demand for more thorough men, and no man can be an expert specialist until he has first mastered such a general education, at least, as is embraced in our public schools.

We remarked at the beginning that teachers, perhaps, were not at fault, but the people naturally look to the teachers to make necessary reforms in school work, and upon the teachers this task will fall. If parents are not yet awake to the importance of educating the boys as well as the girls, wake them up, and we may yet see as many boys as girls graduate from our public schools.—*Illinois School Journal.*

A FEW POINTS OF ORDER.

BY W. A. BELL.

A teacher who keeps *good* order in school will never allow:

1. A pupil to get a drink of water during school hours. If a teacher can arrange to have water accessible to pupils before calling

school morning and noon, and at both recesses (and this can almost always be done), there is no necessity for drinking during school. If a pupil does not want a drink sufficiently to make him think of it before school calls, he will not suffer by waiting till the next intermission, which at most will be within an hour and a half. Neither teacher nor pupil can by any possibility suffer in that time. We speak from experience.

In the last six years of our teaching we neither took a drink nor allowed a pupil to in time of school, except in case of emergency, such as sickness, headache, etc. Every teacher is expected to have common sense, and to use it in the enforcement of this rule, as of all others. The idea that a person *must* have a drink as soon as he becomes a little thirsty is all nonsense. We adhered to this rule strictly, for the time mentioned, and never died of thirst nor had a pupil die. Pupils soon become accustomed to it and govern their drinking accordingly.

This arrangement saves the intolerable nuisance of having pupils trot back and forth upon the floor to the water bucket, or of "passing the water." If any one doubts the practicability of this rule let him try it. It is used with success by the best teachers we know, both in the city and country.

2. A good disciplinarian does not allow pupils to leave the school room while school is in session, except in rare instances. When pupils understand that they cannot "go out" they will govern themselves accordingly, and the going out becomes unnecessary. When we attended school the usual *rule* was that "only one person could go out at a time." The *practice* was for the pupils to begin going out soon after school was called, and keep up a continuous going and coming till school was dismissed. Frequently, when one would come in a half-dozen would start for the door at once; but as only the fleetest could be successful, the remaining five would have to wait and *watch* for the next chance. We have visited schools within the last two years conducted on the same plan.

We assert that with rare exceptions, going out is wholly unnecessary. Of course the teacher must exercise judgment. A positive prohibition in all cases would be unwise. The best rule we were ever able to make on this point was this. "Any one who leaves

the room during school must stay in at recess." This meets all cases of emergency and will prevent all unnecessary going out. We speak whereof we know.

3. A good teacher will never allow any one except those reciting, to ask him questions during recitations. The lesson ought to be taught the school that each class is entitled to a given part of the teacher's time — that when a class is reciting it has a right to the teacher's entire time and attention during that recitation — that he who takes the teacher's time from a recitation, gets what does not belong to him, and *robs* others of their just dues. Let questions come between recitations or at stated time, but never during a class exercise. No teacher can hear a recitation as it ought to be heard, and have his attention frequently distracted. This implies that a person who teaches *well* must have an orderly school.

We are fully convinced that if pupils were encouraged to ask fewer questions, and to answer more of their own questions themselves, it would be vastly better for them. A little careful thought on this subject will do no harm, at least.

4. Make but few rules — only such as are necessary; and never make a necessary rule unless you have the ability to enforce it, and never intend to enforce it. Have no *fixed* penalties for the violations of rules, but never allow a rule infringed upon with impunity. Avoid harshness and scolding, yet be earnest and firm in the enforcement of necessary rules, and your school will be a success.— *Ind. School Journal.*

REMOVING DIFFICULTIES.

BY JACOB ABBOTT.

An effective way to excite interest, and that of the right kind, in school, is not to *remove* difficulties, but to teach the pupils how to *surmount* them. A text-book so contrived as to make study mere play, and to dispense with thought and effort, is the worst text-book that can be made, and the surest to be, in the end, a dull one. The great source of literary enjoyment, which is the successful exercise of intellectual power is, by such a mode of presenting a subject, cut off. Secure, therefore, severe study. Let the pupil

see that you are aiming to secure it, and that the pleasure which you expect that they will receive is that of firmly and patiently encountering and overcoming difficulty; of penetrating, by steady and persevering effort, into regions from which the idle and the inefficient are debarred, and that it is your province to lead them forward, not to carry them. They will soon understand this, and like it.

Never underrate the difficulties which your pupils will have to encounter, or try to persuade them that what you assign is *easy*. Doing easy things is generally dull work, and it is especially discouraging and disheartening for a pupil to spend his strength in doing what is really difficult for him when his instructor, by calling his work easy, gives him no credit for what may have been severe and protracted labor. If a thing is really hard for the pupil, his teacher ought to know it and admit it. The child then feels that he has some sympathy.

It is astonishing how great an influence may be exerted over a child by his simply knowing that his efforts are observed and appreciated. You pass a boy in the street wheeling a heavy load in a barrow; now simply stop to look at him, with a countenance which says, "That is a heavy load; I should not think that boy could wheel it;" and how quick will your look give fresh strength and vigor to his efforts. On the other hand, when, in such a case, the boy is faltering under his load, try the effect of telling him, "Why, that is not heavy; you can wheel it easily enough; trundle it along." The poor boy may drop his load, disheartened and discouraged, and sit down upon it in despair. It is so in respect to the action of the young in all cases. They are animated and incited by being told *in the right way* that they have something difficult to do. A boy is performing some service for you. He is watering your horse, perhaps, at a well by the road-side, as you are traveling. Say to him, "Hold up the pail high, so that the horse can drink; it is not heavy." He will be discouraged, and will be ready to set the pail down. Say to him, on the other hand, "I had better dismount myself. I don't think you can hold the pail up. It is very heavy;" and his eye will brighten up at once. "Oh no, sir," he will reply, "I can hold it very easily." Hence, even if the work you are assigning to a class *is* easy, do not tell them so unless you

wish to destroy all their spirit and interest in doing it; and if you wish to excite their spirit and interest, make your work difficult, and let them see that you know it is so; not so difficult as to tax their powers too heavily, but enough so to require a vigorous and persevering effort. Let them distinctly understand, too, that you know it is difficult, that you mean to make it so, but that they have your sympathy and encourgement in the efforts which it calls them to make.

You may satisfy yourself that human nature is, in this respect, what I have described by some such experiment as the following. Select two classes not very familiar with elementary arithmetic, and offer to each of them the following example in addition:

1	2	3	4	5	6	7	8	9
2	3	4	5	6	7	8	9	1
3	4	5	6	7	8	9	1	2

etc., etc.

The numbers may be continued, according to the obvious law regulating the above, until each one of the nine digits has commenced the line. Or, if you choose Multiplication, let the example be this:

Multiply 123456789
by 123456789

Now, when you bring the example to one of the classes, address the pupils as follows:

"I have contrived for you a very difficult sum. It is the most difficult one that can be made with the number of figures contained in it, and I do not think that any of you can do it, but you may try. I shall not be surprised if every answer contain mistakes.

To the other class say as follows:

"I have prepared an example for you; which I wish you to be very careful to perform correctly. It is a little longer than those you have had heretofore, but it is to be performed upon the same principles, and you can all do it correctly, if you really try."

Now under such circumstances the first class will go to their seats with ardor and alacrity, determined to show you that they can do work, even if it is difficult; and if they succeed, they come to the class next day with pride and pleasure. They have accomplished

something which you admit it was not easy to accomplish. On the other hand, the second class may go to their seats with murmuring looks and words, and with a hearty dislike of the task you have assigned them. They know that they have something to do, which, however easy it may be to the teacher, is really difficult for them; and they have to be perplexed and wearied with the work, without having, at last, even the little satisfaction of knowing that the teacher appreciates the difficulties with which they had to contend. —*Penn School Journal.*

JUST READY FOR THE WORK.

BY SUPT. JOHN TRAINER, ILL.

Districts are organized, directors elected, taxes levied, school-houses erected, furniture put into place, blackboards manufactured, wall maps placed in position, globes are selected, dictionaries and reference works paid for, wells are sunk, outbuildings in repair, fences completed, and many other matters of minor detail are nicely adjusted.

A teacher presents his license to draw the public fund, is employed, opens school, enrolls the names of the boys and girls in the register; a month passes, and he presents his schedule to the directors who sign it, he takes it to the treasurer who pays its face value in the people's currency, he returns to his school, and is not heard from for another month. Then he repeats his experience of the previous month and returns with his pay.

Is this all? No. The schedule is filed by the treasurer and kept as a voucher for the inspection of the board of township trustees at their semi-annual meeting.

Is this all? No. Once a year the directors take the district census of the school population, return it to the treasurer, and he in turn to the county superintendent, who compiles a lengthy report to the state superintendent, and he in turn compiles a more lengthy one which is submitted biennially to the governor and legislature. This enormus report is printed and distributed to those who will read it.

Is this all? This is about all there is of it. The substance of

all the preceding is simply this; we make all due preparation to teach by preparing everything *for* it, and by seeing that some one has been shut in with the children for a specified time in each year.

Is this enough? Does any one know whether a school has been *taught* or not? Does any one know whether a school *teacher* or a school *keeper* has been employed to draw the public fund?

The writer believes that our present system of raising funds, of getting ready for a school, is as good as any yet devised; and he only objects to stopping with this. *We don't go quite far enough.*

In 1880 it cost $16.97 to school each pupil in the state. Does any one know what the pupil learned? Does the teacher himself know anything about his work compared with the work of his fellows? Can the school director, the treasurer, the trustee, the county superintendent, the tax-payer, or the pupil, tell whether any ony one is securing an education or not?

Where is your record of the progress of a pupil? Where is your evidence that he has done *anything?* How do you know that he has taken the branches usually required by a good course of study?

If you were to make strict and diligent search for the progress of your boy in his studies, how would you go about it?

A careful study of the school law of the State of Illinois convinces the writer that we have the legal right to *know* what our teachers and our pupils are doing. We are compelled to get ready for work, and are supposed to do work; is it not just that we should test this work? Who objects to testing it? None, except poor teachers.

Now that the people and the children (together with the better class of teachers) are willing to be tested, and that we have the legal right to apply the test, shall we do it? Shall we step inside the schoolroom and *demand* definite and careful work? Shall we test our teachers as they were never tested before? Shall we present them with a course of study and apply certain tests to determine whether they follow it or not? Knowing of a certainty that it costs no more to do this than to move along under the old plans, we are in favor of a rigid school inspection which shall open wide the doors of our school-houses, put the key into the hands of the people, and forever lock out the *school-keeper*. The people will

sustain such a course, and when sustained, the county superintendent is the proper person to inaugurate a plan of school supervision which shall test every one connected with our common schools.

Intelligence.

HINTS TO PRIMARY TEACHERS.

There are several strongly-marked characteristics which the primary teacher notices in new arrivals to the school room. The first of these is an overpowering desire for freedom. This desire is Nature's hint as to the manner in which the early education of children should be conducted. Nature is a wonderful educator, and the best school room for young children is "out of doors." Every tree, flower, bird and insect has a story to tell him. He needs no teacher at his elbow to remind him that "birds build nests," or that "trees have bark and leaves," for he already knows these facts, and left to himself will find out most of the common facts and occurrences of every-day life. Teachers in the primary grades often do much to hamper the freedom of children unnecessarily. They forget the kind of life the child has lived before the restraints of the school room were placed upon him, and make no allowance for restlessness and lack of enthusiasm. In their haste to put away "childish things," teachers are likely to forget the time when they "spake as a child, understood as a child, thought as a child." Happy are those pupils who are so fortunate as to possess a teacher who retains her youthfulness of spirit when presiding over a school; who grows younger-hearted as the years pass, and loses none of her buoyancy of spirit; who can sympathize with childhood's sports, and enter into them with youthful zest. Such teachers as these are rare, and so it comes to pass that many children look forward to release from school life as from a prison.

Another characteristic of the young mind is curiosity. The wise teacher knows the value of this quality. If you excite in the child the desire to know, he will eagerly wait upon your questions and try to solve them. Another quality is vivacity. Children are full of animation. Their pulses are faster than ours. They think faster, speak faster, and are impatient of slowness. They, likewise, love to be employed. Provide something for your pupils to

do, and you will not have so much need of "discipline." Children, as a rule, are not unreasonable. If you will take the time for explanations, you will find them as quick to discern which course of action is the best, as yourself. Therefore let motives to action be presented at an early age, that the moral nature may keep step, in its growth, with the intellectual nature. "Head and heart constitute together the being of man, and he who is sound in only one is a cripple."

Great is the responsibility resting upon the primary school teacher, for the reason that so much of mind-growth depends upon her ability to instruct. No teacher needs to be reminded of this fact, if she be a faithful worker. Too often is she weighed down with her burden, and deplores her inability to realize her ideal. Too often she depreciates the value of material which she has at hand, and deems it small and weak and well-nigh useless. So to your pupils a ball of twine seems very small and insignificant, because with one hand he can cover it. But let him commence to unwind the string, and as his mind-borne kite mounts higher and higher and becomes but a speck in the distance, then he realizes the length of the string and appreciates its value in holding aloft the kite. The means were small and unworthy, but it accomplished the desired end. So there are principles of teaching which may seem small when held in the teacher's hand; but when they are caught up upon some experience, and unfold themselves and work their wondrous changes in the character of children's minds, they seem to stretch out until there is no measuring their length.—*Prof. H. W. Arnold.*

GETTING INTO HARNESS.

It is not one of the easy tasks of life, as our recollection of youthful farm experience assures us, to put into harness again a horse, even one schooled by years and toil of his duty — that has had a few week's run at will in the meadow. Strategy and perseverance are needed to bring the animal meekly back to bit and bridle, and even when in the traces again, there is a pulling at the reins for a time that tells seriously on the muscles of our wrists and the fibre

of our patience. Whoa! there, Dobbin, steady now! But we know that this is merely a transitory demonstration, a few hours of the harness will cause that effervescence of spirits to disappear, and the sensible nag returns to its duties with a steadiness that apparently never knew and never hoped to know, an interval of freedom from the bit or check-rein.

Getting into harness again is not an easy thing for a teacher, but he finds his own impatience at the yielding up of pleasant freedom an easier thing to curb than the restless spirits of the young colts of his school-room. How they fume and chafe at first, before the harness is well adjusted and the renewal of old habit makes the routine easy again. After ten weeks of freedom, out-door sports, visits, the delight of irregular and spontaneous mental effort, how difficult it is to rein mind and body into the fixed routine of study again. Patience, teacher, with these restless hands and feet, these wandering minds. Patience with your own chafing at the renewed routine. It will not be long before the harness fits easily again, and you know that it is needed for all good work. The most powerful horse could not pull a hundred pounds without it, and with it he may draw a thousand with ease. The harness is needed, and the sooner teacher and pupils get in, and put all their strength to the work of pulling, the better.

READING HABITS.

It is a great work to educate the young in the ways of the student, but that work is sure to be passably well done since society is pledged to this through her common schools; but there is another educational work to which no one is pledged, viz.: the culture of those who do not awake to the necessity of study until school-days are passed. There are men and women in every walk of life, who, in their school-days, were indifferent, neglectful, or reckless, and in consequence made little intellectual progress, but now that the opportunities are passed, they feel keenly their deficiency, and would gladly redeem the time lost. The zeal with which people enter into the Chautauqua idea evidences the fact

that there ought to be greater effort made to assist to self-culture those beyond the benefit of the schools. While wiser heads are planning greater things, let us throw out such hints as occur to us, based upon experience.

As a rule, self-culture must be sought by the average man through reading, rather than study. Most people read enough to give them the basis of intellectual culture, but for the fact that they use their time so indefinitely and read so aimlessly that nothing helpful results from it. The newspaper, a necessity in modern society, is a positive intellectual curse when it is read, though it is a luxury when it is merely glanced over to see what is moving in the world at large. To read the details in a newspaper is like trifling away one's time in neighborhood gossip, while a general glance over its columns is as important as to look over the bill of fare at your restaurant.

Others waste time on the magazine. While it is highly important that a person of culture should know what is being written for the standard periodicals, there is little or no profit to those who read article after article in a recreation mood. One who aims at culture ought to have as his own one of the best of the popular magazines, basing his choice on his tastes;—*Harper's*, if he seeks the height of elegance in plates, diction, and repute; *Scribner's*, if he wants the same elements popularized for the nineteenth-century spirit; *Atlantic*, if he wants the literary *elite* to cater to him in essay and criticism; *Popular Science Monthly*, if he wants to confine himself to the scientific fraternity. Few men can be disturbed, profitably, by the tempting visit of more than one magazine, and that not so much to be read as to be examined for the sake of inhaling the atmosphere of a fresh monthly visit from numerous intellectual workmen.

It is about as bad to read books aimlessly. Public libraries, with all their benefits, prove an intellectual nuisance to many who allow themselves to drift along the current of new books. If a man's reading is his master, it will do him no good, read he never so much; but if a man is the master of his reading, it will benefit him greatly, read he never so little. Without a purpose, without a definite plan, there is nothing to be hoped for, however extensive a man's reading.—*N. E. Journal of Education.*

EDITORIAL.

EXAMINATION FOR STATE CERTIFICATES.

If not less than six candidates apply for examination for state certificates, the committee for conducting such examinations will be convened in Madison, at the time of the meeting of the executive session of the Wisconsin Teachers' Association, in December next.

Application for examination should be made to the state superintendent on or before November 25, 1884.

ROBERT GRAHAM,
State Superintendent.

MADISON, Oct. 25, 1884.

MEMBERSHIP IN WISCONSIN TEACHERS' ASSOCIATION.

I desire to call the attention of teachers throughout the state to the new provision of the Constitution of the Wisconsin Teachers' Association requiring the Secretary to publish in the December number of the JOURNAL a list of the members in good standing.

Teachers who have not paid dues for 1884 (one dollar for men and fifty cents for women) should at once forward the same to the Treasurer, S. H. Clark, Tomah, Wis., that their names may duly appear upon the list.

C. H. KEYES, *Secretary W. T. A.*

RIVER FALLS, WIS., Oct. 20, 1884.

WE ask the attention of our readers connected with country schools to an article entitled "A Course of Study in Country Schools," among the selected articles in this issue of the JOURNAL, and also to one entitled "Just Ready for the Work." By these it will be perceived that in Michigan and in Illinois, as well as in Wisconsin, active effort is being made to improve the ungraded schools, by introducing a course of study therein. Some very practical suggestions are also made in these articles concerning the purpose and workings of such a course of study.

Indiana claims that already, in a large proportion of the ungraded schools of that state, such a course of study is being pursued, and the results demonstrate its utility as well as practicability. Unless the teachers and county superintendents of Wisconsin enter heartily and immediately, and with great unanimity upon the work of organizing and conducting the schools under their charge upon the basis of the course of study, our state will soon be behind others, who began later than ourselves.

The teachers of no state have had so good or nearly as much preliminary preparation for entering intelligently upon this work, as the teachers of Wiscon-

sin have had. For two years the manual of the course of study has been the basis of the institute work in almost every county in the state. The advantages of such a course, what must be, what may be, included, what are its limitations, and the difficulties or obstacles to the introduction of the course, have all been discussed, and the fundamental principles underlying the course prescribed, have been elucidated at these institutes.

In the normal schools, and in several of the free high schools of the state, the manual has been a text-book for study and instruction. We have observed in no other state so systematic, and general, and thorough training in this direction. The JOURNAL cannot, we think, justly be charged with remissness in urging the matter upon the attention of teachers and others. Now, if Wisconsin is outstripped in this line of school enterprise, it will be because the supervisory parts of our system either are not in sympathy with the movement, or else neglect to use the means of persuasion and compulsion within their power to secure better organization and management of the country schools. We have met very few superintendents or teachers who do not believe in the need and the advantages of this means of infusing our schools with new interest, definite purpose and unity of effort. But we fear that too many are simply *neglecting* to take the first step towards utilizing and making practical their convictions. The winter terms are now opening; now is the time to organize, classify and put in practice the course of study. Take the pupils into your confidence, and go about the matter as one of business, in which the superintendent, teachers, pupils and parents are partners. Consultations, frequent, familiar and earnest, over the questions arising will be in order. Teachers of a town or neighborhood should manage to confer together, as well as the county association. Let there be such an atmosphere of real practical business about the effort that all pupils and patrons shall be inspired by it, and drawn into hearty co-operation and active endeavor in behalf of the movement.

We know very many teachers are earnestly and conscientiously working on this line. For such we have great respect and we are anxious that they be reinforced by great numbers, and that there be an organized movement to secure this. County superintendents alone can inaugurate such a movement.

IT is a matter of regret and surprise, that a large number of towns in the State of Wisconsin have not availed themselves of the advantages of the free high school law, and organized a school of higher grade free to all residents in the town qualified to enter, and assisted in its support by the aid proffered by the state. It must be that the advantages of such a school can never have been carefully and generally canvassed. Surely the saving of expense of board, tuition and other extra expenses, the relief of the often overcrowded, and more systematic instruction in the district schools, and the incidental advantages always inseparable from a good system of public schools, intelligently administered, can not have been duly considered, or the annual report of the state superinten-

dent would not, year by year, bear humiliating testimony to the indifference of the people upon this matter. And so it may be a question of ignorance rather than indifference,—ignorance of the law and of the means by which the better school may be secured. And upon whom can the responsibility of this ignorance, if ignorance it is, or indifference, if that is the case, be charged, if not upon the county superintendents and teachers of the state? To whom, if not to these, will the general public naturally look for information, instigation and inspiration relating to new movements in school work? We are not alone in our conviction upon this matter. Read the following clipped from the *Ohio Educational Monthly*, then let each teacher in the state honestly determine whether there is not something for him to do in the matter. Could there be any better way to employ a part of the leisure time of the coming winter, than to arrange for a few joint meetings of school districts to discuss the subject of a free high school in the town, to conclude with a general meeting of the whole town? Write to the state superintendent for a copy of the free high school law, if you have none, post yourselves thoroughly upon the matter, enlist fellow teachers in the work, and then open up the campaign.

"One-third of our high-school is composed of pupils from the country. These pupils pay about $350 tuition. This added to the township tax makes a very high school tax, and shows in a strong light the inefficiency of our country schools. For less money and inconvenience our township schools can have a central high school. In a majority of the states, and many parts of this state, the country schools are organized and managed on the same plan as city schools, and with a saving of one-sixth."

The above, clipped from the Covington (Miami Co., Ohio) *Gazette*, touches a matter of vital importance to the school interests of our state. The country people of Ohio are contributing largely to the support of high schools in the cities and towns. They are paying, in many cases, a very high price, and suffering great inconvenience, for benefits which they might enjoy at home, at a smaller cost. We have little doubt that accurate statistics would verify the statement, that the expense incurred by the country people of the state for superior school advantages away from home would be more than sufficient to sustain a good high school in every township. And how much better every way it would be to spend this money at home. Many times the number of young people would seek to elevate themselves by higher intellectual attainments, if a good school were within reach from their own homes; and many more parents would gladly afford their children these privileges if they could do it without the expense, the risk, and the inconvenience of boarding them away from home. And thus every community would become more intelligent, more refined.

We are glad to note that many townships are moving in this matter. The time is coming, and may it come soon, when every township in Ohio will have its school of higher grade, to which every child in the township may have free access, as soon as it has made sufficient attainment in the sub-district school. The men of large means and influence in each community should be foremost in this movement. Besides the advantages of living in an intelligent and refined community, they would reap advantages from the enhanced value of property. Every good citizen prefers a home where there are good schools, and homes in such communities are always in demand.

Country teachers, there is a work here for you to do. Study the question in all its bearings until you are able to present it in its true light to the people of your district; then agitate, *agitate*, AGITATE.

A "Free Kindergarten Association" has been formed in Milwaukee.

Two or three "Notes" in the October No. of the JOURNAL, copied from some exchange, relating to the enrollment average attendance and non-attendance of persons of school age in the public schools of the cities of Chicago, Cincinnati, and San Francisco, have moved our esteemed contemporary "*Intelligence*" to expose the fallacy of the deduction usually made from such statements, relating to real or prospective illiteracy. It says:

Of course the information upon which the statements are based must have been found in the last census report, a copy of which lies before us.

Let us examine the truthfulness of the statements.

"Chicago enrolls 43 per cent. of her children in the public schools." "Her children" means all below 21 years of age.

The age of the grammar school graduates is about 15 years. So this statement implies that all graduates who have gone into business during the past six years are "growing up in ignorance;" "77.473 or 57 per cent. never attend school at all." This includes all who are under 21 years of age who have attended school but are now at work, all who have graduated, all who have left school for any other cause, all who are in schools outside of the city, all who are married, and all those who are in private schools. A very significant commentary is found in the fact that about 12 per cent. of all young women who marry in Chicago are under 21 years of age. And the last census reports the number under 21 years of age who are obliged to work to be 16,783. These have nearly all attended school for a longer or shorter period.

"Very few of these (57 per cent.), receive instruction in private schools." This is rather severe on the private schools, for the same census reports 25,487 in attendance upon these private schools for some purpose or other. If this is our contemporary's idea of "a very few" we should like to know its idea of "*very many.*"

We agree entirely with "*Intelligence*" that the deductions from the statements made are not warranted, and our "thoughtlessness" consisted in not eliminating these from the paragraphs before publishing. But the fact remains that in the northern states whatever of growing or prevailing illiteracy there is, is found in the large cities, and the habit of giving publicity to the statistics relating to the failure in such places to provide school facilities for, and to reach the entire school population, arises from the desire to incite to greater efforts in this direction.

The last report of neither of the cities mentioned is before us as we write, but it will hardly be claimed that either can present a better record than the city of Milwaukee in this state. By the last report it appears that the number of persons of school age in that city is 45,931; that the number between the ages of 4 and 7 years is 11,137, of which the number enrolled in the public schools is 5,782; the number between the ages of 7 and 15 years is 23,545, of which the number enrolled is 12,657. These are the classes that should be in the public school if they are to be there at all during their school age, especially the latter class.

But Milwaukee is pre-eminently a city with private schools, and the statistics of these are gathered with great care by the authorities. From the report it appears, of the first class mentioned 2,103 attend private schools, leaving 3,252 attending no school. Of the second class 8,588 attend private schools, leaving 2,290 attending no school. We trust the Chicago record is not very much worse, but if about the same, how long can it be truthfully said that "the native born population of Chicago who can neither read nor write, may be counted on a

man's fingers and toes?" It is safe to say that the statistics of any city fail to indicate accurately the number not attending public schools, or any school at all; but inaccurate as they are, they furnish the strongest possible incentive to apply all possible means to arrest the constant tendency to increase of illiteracy in the population of cities. The indisputable fact is, that boast as we may about our public schools, in all large places we come lamentably short of making provisions for the education of the youth therein, and if illiteracy does not increase it is because public effort is largely supplemented by private enterprise.

WE publish below an extract from the special report of Supt. F. O. Burdick, of the First District, Dane county, and especially commend to the attention of all county superintendents what he says about a specific plan of work. If there is a good reason why every teacher should have a definite and well-digested plan of work, including aims and means of attainment, there is much greater reason why a county superintendent should have such a plan. Observation and experience unite in testimony that the work of the county superintendent is liable to be ineffective, or more so than it should be, by being general, rather than specific, not directed to the accomplishment of a few definite results.

I began my work in this office three years ago, having three objects prominently in view, which I have labored earnestly to accomplish, viz.: 1st. To secure better attendance on the part of the pupils. 2d. To secure teachers with better qualifications with better pay. 3d. To establish, so far as practicable, "The Course of Study" in the district schools. I have the pleasure in this my last annual report of stating that my labor in these directions have not been in vain, and that I have accomplished my purpose to quite an extent in each of these different branches of work.

The attendance the past year has been at least fifteen per cent. better than at any other time during the two previous years, and I can unhesitatingly say that the interest manifested on the part of the pupils in their school work has been much better.

The increase in the average wages per month of male teachers is $3.79 and of female teachers $2, and a corresponding increase in the average standing of teachers at teachers' examinations.

While not able to report a very great increase in the number of schools which have adopted "The Course of Study," still we are able to report great progress in those schools which *have* adopted the same.

Last year, for the first time, I commenced the work of graduating pupils from The Course of Study. A uniform list of questions was sent to all teachers having pupils ready to take the examination, asking the teachers to conduct the same and return the papers to me for inspection. The result was that nine passed the examination, with an average standing of eighty percent. and upward.

Near the close of the *present* year I ascertained from the teachers about the number again ready to take the examination. I accordingly sent questions to all the teachers reporting such pupils, requesting them to hold the examination on the 14th and 15th of February, and to send all papers to me after having examined the same themselves. The number passing the examination I found to be forty-three, with an average standing ranging from seventy-five per cent. to ninety-six per cent., and therefore entitled to diplomas. For these, Common School Commencement exercises were held as follows: At Windsor February 29th, at Marshall March 7th, and at Cambridge March 14th, 1844. Each of the pupils entitled to a diploma took some part on the program, with original productions largely. The diplomas presented were the very best to be found in the

market (from Donahue & Henneberry, Publishers, Chicago, Ill.), and were properly presented at the close of the exercises.

The exercises at each place passed off very pleasantly indeed, and did much toward creating a favorable public sentiment toward the Course of Study. The pupils took hold of the work with a good degree of interest and upon the whole the exercises had a very beneficial effect upon the mass of children who watched the examinations, attended the exercises and witnessed the presentation of the diplomas. It will stimulate many of them "to go and do likewise." One pupil in conversation with her mother was regretting that she could not obtain a diploma this year. All at once she brightened up and said, "Never mind, mamma, I'll obtain one next year, don't forget that." And such will be the endeavor of quite a number of pupils, if this line of work is carried on by the incoming Superintendent. The papers of all the pupils who passed the examination and received diplomas were entered at the late state fair and drew first premium. Were I to remain in office the coming year I had planned to have a premium offered the pupils for the best paper in the final examination, based upon accurateness, neatness, etc., as a farther stimulus to better work in the district schools. But this part of the work must now be carried on by other hands, and I can only hope for their success.

Another thing which has increased the interest on the part of the pupils the past year is the "monthly report" for each pupil in the different forms, embracing the pupil's standing in all of his studies, deportment, attendance, and punctuality, which were sent to the parents for their examination and signature. These blanks were furnished by myself and were used in all of the schools. Nearly all the teachers reported good results coming from their use.

ALL who were present at the session of the Wisconsin Teachers' Association in July last will recall the presentation of the subject of school district libraries made by Hon. Lyman C. Draper, and by Hon. W. C. Whitford, ex-state superintendents, and the fact that the Association, upon the motion of County Superintendent J. T. Lunn, authorized the appointment of a committee, to draft and circulate a petition to the legislature to re-establish a school library system. That committee, consisting of J. T. Lunn, G. S. Albee, and S. A. Hooper, have prepared the petition, and sent printed copies of the same to the county superintendents, for them to place in the hands of suitable persons to obtain signatures, and then return to either of the committee. This seems the only practicable way to reach the communities interested in the matter, and we bespeak the early and prompt attention of all who may receive a copy of the petition for circulation. And not only these, but all others may help along the good work by writing J. T. Lunn, Ironton, Wis., a postal, authorizing him to attach the name or names signed, to the petition, or by writing out a copy of the petition, which we append, obtaining signatures thereto, and forwarding that to Mr. Lunn.

Whereas, A former beneficent system of Common School Libraries was swept away by Civil War exigencies, which no longer exist; and

Whereas, Good instructive literature should be placed in the hands of our youth to establish sound views and habits, as well as to forestall vicious, trashy reading-matter;

Therefore: We the undersigned citizens hereby respectfully petition the Legislature of Wisconsin to re-establish on a permanent basis a School Library System similar to that enacted in 1859.

THE Summer Institute for Drawing opened in Milwaukee in August last by Mr. Chas. F. Zimmermann, has resulted in the establishment of the Milwaukee School of Industrial Design, the classes of which meet every Saturday on 35th street, near Wells, for instruction by Prof. Zimmermann.

While the ultimate aim of this institution will be to furnish instruction in those branches of art most closely related to the practical industries, its present aim is systematic instruction in elementary drawing, modeling and designing, preparatory to the study of Industrial Design. The Preparatory and Elementary Courses have been arranged with this object in view; Advanced and Technical Courses will be provided for as soon as it is found practicable to put them into operation.

That the school is flourishing is indicated by the fact that the classes are attended by principals of normal and ward schools, assistant principals, primary teachers, kindergarten directors, and other grades of teachers, some coming regularly from Racine. The work regularly done every Saturday at present is Outline Drawing from the Geometrical Solids; Modeling in Wax, leaf forms and ornament in wax; Blackboard Drawing, using both hands.

WE have received some inquiries concerning rates and excursions to New Orleans to the World's Exposition, next winter. The only authoritative announcement we have seen is one by J. F. Merry, general western passenger agent of the Illinois Central railroad, in the last number of the Iowa *Normal Monthly*. This states that a special teacher's palace car excursion will leave Chicago, at 8:30 P. M. Tuesday, December 23, arriving at New Orleans Christmas morning, December 25. Fare from Chicago, $20 for the round trip; sleeping car, double berths, $6 one way. Applications for the latter must be made to Mr. Merry, at Manchester, Iowa, not later than December 15. After December 20, Mr. Merry's address will be Parlor Z, Palmer House, Chicago, where the party is to rendezvous. Tickets to be good on any train for return up to and including January 7, 1885. Mr. M. invites correspondence of teachers.

LET no one fail to read the article on Industrial Education, in this number of the JOURNAL, by Supt. A. Salisbury, formerly at Whitewater. In the light of the presentation there made, no doubt many teachers will be led to congratulate themselves that in many of their methods and aims they have not been wholly oblivious to the claims and processes of a true industrial training. Every means by which any sense or organ is made more effective in the sphere of its function belongs in the category of manual training, and all there is of value in the new revelation is the more formal recognition of that fact, and a wider application of the principle.

WE call attention of our readers to the special extra sheet advertisement of Van Antwerp, Bragg & Co. in this number of the JOURNAL. This house makes a specialty of such school aids as the modern methods demand for the best re-

sults, and, indeed, make indispensable. The Reading Charts, Writing Cards, Wall Maps, and Physiological and Anatomical Charts, are of the very best in use, and the schedule of prices and descriptions will be of very great convenience to every school district having occasion to purchase. If no agent in your vicinity furnishes these goods, write directly to the firm, remitting by postoffice or express money order, or by draft, and you can rely upon early and satisfactory attention and response.

THE item in the October number of the JOURNAL, relating to the consolidation of *The University Press* and *The Badger*, which we found in an exchange, is very wide of the truth, as No. 4 of Vol. 4, for October 3, very vigorously testifies. Not having received a copy of the new volume, and noticing the current item, we construed the absence and silence into consent. We congratulate ourselves that we did not indulge in an "obituary notice."

SO MANY of the teachers of Minnesota are exercising themselves in preparing a large State educational exhibit for the World's Exposition, and so many are contemplating a visit to New Orleans during the approaching holiday vacation, that the usual winter session of the Minnesota Teachers' Association will be omitted this year.

THE first report falling under our observation upon specific features of the exhibit held in connection with the meeting of the N. E. A. in Madison, in July last, is one relating to the Kindergarten exhibit, and is made by a committee consisting of F. Louis Soldan, Z. Richards, John B. Peaslee and J. A. Stearns. After speaking of the general character and extensiveness of the display, the committee say:

The comprehensive character of the exhibition was not its only noteworthy feature; the systematic and logical arrangement of the objects was still more remarkable, and deserves recognition and praise. The various gifts which Froebel invented were placed in such juxtaposition that the arrangement served to explain their use and educational value. The same is true of the exhibition of the specimens of the children's work. Their arrangement suggested the connection subsisting between the simplest forms, which the youngest child contemplates and imitates, and the more and more complicated occupations of advanced grades.

It was manifest everywhere that the objects placed on exhibition were presented, not as results accomplished, or as specimens of work valuable in themselves, but rather as indications of the training which may be given to hand and mind through the appropriate use and the handling of objects, and through directing the attention and activity of children, on the one side, toward form, color, and number, and, on the other, toward nature and life. The order of the gifts and specimens of work as presented in the exhibit illustrated the plan of kindergarten training, as far as it relates to objects and their handling. It

demonstrated how the child is led from the contemplation and perception of form and color to imitation and invention.

While the foregoing embodies the general features which your committee considered, they beg leave to mention, also, a few special points, which they deem of importance:

1. The systematic completeness and consistency of the leading exhibits, taking each by itself.

2. The beauty, abundance, and great variety of gifts and work placed on exhibition, and their excellent workmanship. While the geometrical basis of Froebel's plan could be discerned in every exhibit, there was much ingenuity displayed in regard to adaptation and invention. Quite a number of new objects, gifts, and devices were presented.

3. The artistic taste displayed in the work of the children, both in regard to color and form.

4. The attention paid in many exhibits to the hygienic criticism of the last few years in regard to the injurious nature of some colors, and in regard to the effects which some of the discarded occupations had on the eyes.

5. The efforts made in the direction of manual training, which will serve as a preparation for the industrial training of later years.

6. The exhibits of the "transition schools" deserve notice; these institutions are designed to fill the place between the kindergarten and the public school, and to make the transition from the former to the latter.

7. The specimens of "ambidextrous" drawing exhibited show the noteworthy results of attempts to give training to the left hand as well as to the right.

8. The remarkably successful application which the kindergarten idea has found in the training of blind children; it is evident that an accurate idea of form can be developed in these children through the occupations of the kindergarten.

9. In some of the exhibits a whole system of schools, beginning with the kindergarten and extending to the grammar grades, is represented. These well-graded specimens of manual work suggest that certain features of the kindergarten, such as lessons in form, color, and design, learned through practice, may be advantageously embodied in the work of higher grades.

Your committee is of opinion that the exhibition of kindergarten work during the session of the National Educational Association in Madison was most interesting and instructive to the teachers of the whole country, and that the thanks of the Association are due to those teachers and schools that have sent specimens of their work and participated in the exhibition. Their names have been mentioned before. The thanks of the Association are due especially to Prof. W. N. Hailmann, president of the Froebel Union, and to Mrs. Hailmann, to whose unremitting efforts, talents, and indefatigable zeal the success of the exhibition is largely due.

Mrs. F. A. B. DUNNING has opened the "Kindergarten Cottage," specially built by her for the purpose indicated, at Kenosha, Wis.

OUR BOOK TABLE.

A new volume of *The Century* begins with the November issue, and the number consists of 160 pages of varied and interesting literature, ranging through poetry, fiction, art, social science, current affairs, history and biography. Among the contributors to this number are: W. D. Howels, H. E. Scudder, Geo. E. Waring, Edna Dean Proctor, Mrs. Jas. S. Fields, Gen. G. T. Beauregard, Joel Chandler Harris, and others. Published by the Century Co., New York, $4 per year.

The Popular Science Monthly begins a new volume with the November number. Among the articles of interest are: The Future of the Negro in the South; Drowning the Torrent in Vegetation, by S. W. Powell, a former resident and teacher in Wisconsin; What is Electricity? Old Customs of Lawlessness; Oil Supply of the World; Sketch of Prof. James Hall (with portrait), who was connected with one of the early abortive attempts at a geological survey in this state, one volume of whose report was published. Published by D. Appleton & Co., New York, $5, per year.

Exercise Manuals, No. 3, Geometry. By Geo. A. Wentworth and Geo. A. Hill. Published by Ginn & Heath, Boston.

This is the first work in the English language in which the subject of geometrical exercises is systematically treated. The manual is made up of a great number of easy problems for beginners, and enough harder ones for more advanced scholars, the exercises in each section being carefully graded. An excellent syllabus of geometry is given, both for reference and to make the book by itself convenient for review. The book can be used in connection with any text book on geometry as soon as the geometrical processes of reasoning are well understood.

Choice Readings from Standard and Popular Authors. R. I. Fulton and T. C. Trueblood. Published by Ginn & Heath, Boston.

This one of the best attempts we have seen at compilation of selections for oratorical and reading purposes. The selections cover a very large range, are made with good judgment, taste and care, are classified, and are followed by indices of classified selections for reading from Shakespeare, the Bible and Hymn Books. The authors are founders and directors of the University School of Oratory, Kansas City, Mo., and include in the volume a diagram of the elements of vocal expression which is very complete, presenting at a glance all the principles of vocal expression, and in a brief and convenient form the kinds of thought they express.

Comprehensive Anatomy, Physiology, and Hygiene. J. S. Cutter, B. S., M. D. Published by J. B. Lippincott & Co., Philadelphia.

The author of this work is a son of Calvin Cutter, A. M., M. D., whose physiologies and charts were almost exclusively used in the schools of the west, until a quite recent date. The author is now instructor in human anatomy, physiology, and hygiene in Japan, under royal patronage, and his preface is dated Sapporo, June, 1884. The book in its methods of treatment is an outgrowth of

the methods found best in instruction of English speaking Japanese students, understanding imperfectly, of course, the language in which they were taught, and rendering necessary great plainness of speech, and clearness of illustration. The interest in that country upon questions relating to alcoholics, tobacco, opium, etc., called for intelligent and scientific discussions of those subjects, which especially adapts it to those localities where instruction upon those topics is required by law.

The Eclectic Primary History of the United States. By Edward S. Ellis, Supt. of Schools, Trenton, N. J. Published by Van Antwerp, Bragg & Co., Cincinnati and New York.

We are certainly making progress. Authors and publishers are quick to discern the signs of the times, and anticipate demands. Now the Histories are being overhauled, and conformed to the new and better ideas of teaching that branch. This little volume is a recognition of the fact that there is a juvenile period in which history should be presented by a method suited to the condition and needs of childhood in that period. The illustrations are appropriate, numerous and life like, and the text is graphic, terse and vigorous, and in the hands of a live teacher, well adapted to excite the imagination, and lay the foundation for intelligent and permanent interest in the study.

A History of the United States. By Horace E. Scudder. Published by J. H. Butler, Philadelphia.

There are several features of this work of great merit. The author brings to its preparation an intelligence, enthusiasm and definiteness of purpose that is apparent at every point. He clearly believes in clearness, reasonableness and attractiveness as qualities of a text-book in history. Anchoring the history of the United States in European history, he proceeds upon a scheme of divisions of the topic entirely his own. The maps and public seals in colors are admirable. We wish we could say as much for all the wood engravings. In the appendix, in connection with questions for examination, are excellent and full suggestions for illustrative reading upon every topic and chapter.

The Eclectic System of Industrial, Freehand and Perspective Drawing. By Christine Sullivan. Published by Van Antwerp, Bragg & Co., Cincinnati and New York.

This enterprising publishing house are not to be distanced by any of its competitors in any line of school books or school supplies, and promptly meets the demand for work in drawing by this series of nine books. Specific directions are given in each book for the work included, as well as a statement of the object sought to be attained through that work, and general directions upon methods.

Teaching and Teachers. H. Clay Trumbull, D. D. Published by John D. Wattles, Philadelphia.

Although designed for Sunday-School teachers, a large part of this book is just as well adapted to instruct and help public school teachers. The treatment of the teaching process,— its nature, its essentials, its elements, its methods, is clear, strong and incisive. The chapters on Shaping and Guiding of Scholars are suggestive and inspiring. So plain and practical is the language, that we heartily commend it for the list of books which all teachers should possess.

NOTES.

COMMON American plants, such as tobacco, castor oil, and mullein plants are cultivated as rarities in the gardens of Europe. The mullein, regarded by many in this country as a pest, is there called the "American Velvet Plant," and, with the care there taken of it, it spreads out really handsome, velvet foliage.

THIS is the the time of the beginning of the schools. "About these days," as the *Farmers' Almanac* used to say, a multitude of modest, bashful, sensitive little children "commence going to school,"—which means a great deal to them, especially those who are to enter the lower grades. Let each teacher remember that kind words, a kind manner, a hearty appreciation of the pupils' feelings, will go far toward winning their hearts and establishing good relations between teacher and taught. Besides, the little ones not only *need* this kind of treatment, but they are *entitled* to it by right.

To properly date, write, fold, and address a letter, is a rare accomplishment of the boys and girls who leave our public schools. It is more than a mere accomplishment; letter-writing is a practical art, a good knowledge of which is needed almost daily, in every affair and business of life. One of the commonest failures on the part of the teacher is the neglect to give daily instruction in this useful art. A few lessons in letter-writing will not be sufficient. Pupils must be daily drilled in the forms, and composition, of letters on different topics until they can write a letter in a neat, legible, concise, and connected manner, properly folding and addressing it. A word to the wise is sufficient.

The trustees of the Peabody Educational Fund held their annual session Oct. 1, at the Fifth Avenue Hotel, New York. Mr. Winthrop reviewed the work of the past year. Mr. Curry, the general agent, presented his report, showing the following distribution of the income of the fund: Alabama, $5,000; Arkansas, $2,950; Florida, $2,100; Georgia, $4,900; Louisiana, $2,645; Mississippi, $3,650; North Carolina, $6,075; South Carolina, $4,400; Tennessee, $13,475; Texas, $5,750; Virginia, $6,200; W. Virginia, $2,850; total, $59,995. The report was accepted. Mr. Curry says: "It is gratifying that the public sentiment, having been won to the favor of free schools, is now logically directed to their elevation, which is, of course, to be wrought through the agency of better teaching." The report speaks highly of the improvements recorded in the public schools, normal schools, and teachers' institutes all over the field where the board operates. "Hamilton Normal School and Agricultural Institute, Virginia," says the report, "is almost an anomaly in educational work. Its success has been extraordinary; an important change in the course of study is to be tried. Hereafter each class will be sent out for one year of teaching or other practical work. It is thought that after a year of real live work the student will come back with valuable experience and new purpose." The report of the treasure was read and adopted, and the old board of officers and the old committees were continued.

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SELECTED.

THE CULTURE OF THE IMAGINATION.

H. W. COMPTON, PRINCIPAL OF HIGH SCHOOL, TOLEDO, OHIO.

In this busy inventive age of ours, education is fast rising to the rank and dignity of a special science. Many of the most fertile and enthusiastic minds of the age have been, and are still busy in applying to the work of education that exact observation and careful analysis, and that grouping of facts and principles which are necessary to the existence of any science. And now, he who devotes himself to the profession of teaching, if he be fitted by nature and acquirement for the work, may find satisfaction in the thought that he is to tread no nebulous and intricate path, only by long experiment and arduous labor blazing out a way for his own foot-steps. Thanks to the noble workers that surround him, and to the great minds that toil above him, he is largely supplied with the results of their valuable experience, with scientific principles and many definite laws. This result of exalting the work of education to the rank of a special science is being gained, not so much, perhaps, from an observation of the practical fruits of educating, its uses and effects objectively considered, as from a deeper study of the human soul itself.

The science of psychology has aided very materially the science of education. A study of the needs and capacities of the soul has led to the important result of a proper arrangement and adaptation of studies, especially in the more progressive schools and colleges. Psychology has emphasized the fact that man knows, feels and wills. Under each of these powers it has grouped its own appropriate energies. This has brought under the contemplation of the educator the human soul with all its array of varied and wonderful powers. He has seen that he has to do, not only with the perceptive and retentive faculties of his pupils, but that reason, judgment, imagination, emotions, desires and affections claim and deserve his attention. Especially does the thoughtful educator see that the sensibilities are to be carefully guarded and trained, and that the natural desires, such as those of esteem and knowledge, are to play an important part in his system of educating.

It has often seemed to me that if there is any one faculty of the intellect proper which has not received due attention and cultivation in schools and colleges, it is that most valuable and wonderful faculty which we call the imagination. This term has a somewhat loose and vague meaning in popular usage, but, scientifically considered, it is that faculty of the intellect which elaborates and combines into new forms those materials furnished by perception and memory. This is the creative imagination. More precisely, if I were to give a definition of it in the sense in which I wish to consider it, I should say, it is that power of the soul which creates pictures for the gratification of the emotional nature. With Shakspeare we talk of the "mind's eye." When this mental eye beholds a picture that the physical eye has never seen, that picture is the work of the creative imagination. The intimate connection of this picturing power with the emotional nature is what gives it its great value and importance. It paints pictures full of interest and beauty for the delight and elevation of the soul, or it may bring before the mental vision scenes of degradation and horror. Through this power Milton portrays to us the celestial splendor of angel forms and faces, and Dante makes us see the guilty, writhing demons of the lowest hell.

If we would get a vivid idea of the importance and uses of this noble faculty, we have only to glance over the field of the fine arts

to behold its products in the form of Angelo's statues, Raphael's Madonnas, Giotto's architecture, Shakspeare's tragedies, and Beethoven's symphonies. It is this faculty, too, which furnishes and demands the simile and metaphor, thus giving life and beauty to language. Men ever welcome a new symbol. As Emerson has observed, we are constantly using the word *like*. "Like a leaf," "like a river," "like a sea" we say. "Like a dewdrop on a lion's mane," says Shakspeare; "like a dog he hunts in dreams," says Tennyson; "like a pale martyr in his shroud of fire," writes another poet; and we get the pictures and enjoy them. There is no time to discuss here at length the vast importance of this rare faculty of the soul, so often left neglected, undeveloped, becoming as Tennyson's "spacious garden full of flowering weeds," or even worse, a reeking swamp, full of pestilential vapors and loathsome monsters. It is enough to say that whoever studies the nature and uses of this faculty will readily recognize the fact that, duly trained and cultivated, it becomes one of the highest sources of life's enjoyment; it colors and vivifies language, it places a torch in the hands of science, it gives a soul to reasoning, to the orator the tongue of fire, to the prophet the voice of God; it breathes life into the sculptor's cold marble, and dips the painter's brush in colors more delicately beautiful than the hues of the rainbow or the vermilion of the sunset. But aside from all its uses in these directions, its highest and most practical service to man consists in its combining all the virtues and excellences which the intellect recognizes, into a noble ideal, toward which the aspiring soul may ever strive. Such an ideal every true soul is constantly forming and reforming. Our conception, our ideal of what we *ought* to be, of what we *will* be, in courtesy, gentleness, amiability, wisdom and virtue! — how vastly it influences the life, stimulating all our mental and moral energies, subduing our selfishness and expanding our souls with the ennobling vision of what we *are* to *be*. It is the awakening, training and chastening of this valuable power, then, which should claim great attention from the thoughtful and conscientious teacher. For one who has all resources at his command, the ways are manifold which may be employed in cultivating this faculty. Nature herself is agreed to be a very potent nourisher of the imaginative power; and, as Bryant has told us,

"to him, who in the love of nature holds communion with her visible forms, she speaks a various language." To the ancient Greek she spoke in such audible tones that he found a presiding spirit in field and fountain, in wood and wave. All that delicate and beautiful fabric of the Grecian mythology which the painter and poet still cling to with a love and veneration which makes it immortal,—all was but the result of the sensitive, observant soul face to face with picturesque, voiceful nature. And now, though the oracles are silent, and the Olympian gods dethroned; though "great Pan is dead" and Ceres passed away, the fauns and satyrs gone from the grove, the Oread from the mountains, and the Naiads from the sea, yet all of the beauty and suggestion which led the rapt and visionary Greek thus to people land and sea, still remain. And perhaps if all stolid, plodding, weary teachers and pupils would or could but look with the loving eye and heart of a Wordsworth on the great face of Nature, they would have new life and new joy infused into their work, and would, like him, find—

> "Meadow, grove and stream,
> The earth and every common sight,
> * * * Apparelled in celestial light,
> The glory and the freshness of a dream."

All the writers on the science of the mind emphasize the fact that the study of nature is a great quickener and purifier of the imagination. This is amply demonstrated in all literature and language, and in the common experience of every healthy mind. And yet the teacher ordinarily can employ, but to a limited extent, this means of stimulating and exercising the imagination. Even Dr. Arnold, the prince of educators, could do little more at Rugby than let Nature woo his boys for herself. But in his summer home, among the Westmoreland hills, with Wordsworth, he led his own boys to drink deep from Nature's fount of wisdom and beauty; for there she was found in all her wealth of blue hills, crystal lakes, glancing trout-streams and flower-carpeted heaths.

Neither is it the privilege of the teachers in the remote towns and newer cities to lead their pupils through the art-galleries and museums stored with the treasured products of genius and imagination. All the newer works of painting and statuary possess-

ing any value, and all the accurate copies of the masterpieces of the old painters and sculptors are found in the wealthy and populous cities of the east; while the Vatican, Florence, Munich and Dresden treasure the priceless originals. Nor is it possible for many pupils to listen to the soulful strains of Handel's oratories, the crashing harmonies of Beethoven's symphonies, the tender, prayerful airs of Chopin and Mendelssohn, or the stately tones of Wagner and Liszt, as rendered by the great trained choruses, orchestras and pianists of our time. But thanks to that great world civilizer and educator, the printing-press, there lies open to every teacher and pupil a source greater than all these I have mentioned for the culture of the imagination. The whole realm of imaginative literature with all its splendid treasures is at the command of the enterprising teacher of to-day. In poetry, fiction and history, we find the most ready and effective means for the accomplishment of our purpose.

President Porter, hard reasoner and astute logician, fully recognizes the value of poetry in cultivating and stimulating the imaginative and intellectual powers. He says, "The study and reading of poetry exercises and cultivates the imagination and in this way imparts intellectual power. It is impossible to read the products of any poet's imagination without using our own. To read what he creates is to recreate in our own minds the images and pictures which he first conceived and then expressed in language." I ought not, perhaps, to say anything concerning the use, or rather disuse, of poetry in the schools, for I believe I cannot speak with the coolness and fairness which the subject demands. So far as my own knowledge concerning the majority of our schools extends, the use of poetry as a means of culture and education is shamelessly neglected and ignored. Once in two weeks, perhaps, a few pupils are required to learn some sort of a jingle for a class declamation, or read a few stanzas from a book of selections, and that, with many, is about the extent to which the study of poetry is carried. It is a fact that the chapter on the structure of English verse in our grammars is seldom taught, studied or understood. I once asked an advanced class in a flourishing high school who were going to read Bryant's "Thanatopsis," what kind of verse it was and requested them to scan a line. They looked

amazed, some said it was "blank verse," and that was all they knew. I was conversing the other day with a young man who is principal of a Northern Ohio high school, about the use of Shakespeare's plays in the higher classes. He was wondering in a dejected sort of way if he could not teach one in connection with his grammar class. I asked him why he did not have his class supply themselves with some one play from Hudson's or Rolfe's school editions, and devote an hour or two of every Friday morning especially for that work. He answered, with considerable alarm that the board, and the parents, and the superintendent would not permit the time to be used in that way. Thus it is. Our young American must be made practical, practical, and forevermore practical! He must learn to "cipher" and count interest and demonstrate the rule for the cube root, for must he not soon buy and sell and vote and run for office? Or he may learn the melodious names of all the delightful rivers and lakes of Africa, or knot his brains with the symbols and problems of algebra; he may learn catalogues of minerals; he may even go far enough in his resistless search for practical knowledge to talk about sines and cosines and parabolas; but he cannot waste any of his valuable time upon Homer, Shakespeare and Tennyson. But seriously, how can we hope for pure politics, a pure press, refined society and progressive schools, as long as such a vicious idea of what is practical sticks in the brains of the patrons of education, and "the jingling of the guinea" is the sweetest music to the avaricious American ear? I believe it is amply demonstrated in the history of education that the study of poetry is a very efficient agent in elevating and purifying the taste, refining the emotional nature, and kindling the imagination, and thus brightening and arousing the intellect to highest effort. Poetry was the first literature that existed, and it will be the last. True poetry is the embodiment of all that is beautiful and good in nature and in the human heart. Or, as Shelley has written, it is "the best and happiest thoughts of the best and happiest minds." Or, as Matthew Arnold has it, "poetry is simply the most beautiful, impressive and widely effective mode of saying things." Or, as one of the greatest poets of modern times has said, "poetry is the breath and finer spirit of all knowledge, the impassioned expression which is in the countenance of

all science." Yes, it is all these things and more. No definition can compass its full meaning and worth; and this, perhaps, is why Plato called the poet "a light-winged, holy thing," and why Bacon said that poetry had "some participation of divineness" in it. But this is the study which we enlightened moderns hesitate to give any important place in our schools. Ancient Athens, "the eye of Greece," the city which bequeathed to the world the intellectual light that has illumined the ages, Athens practically educated her youth with poetry and other products of the imaginative faculty. If we are to account for the extraordinary development of the Greek imagination by any natural method, we must find the reason in its daily surroundings and associations. The Greek youth were taught but little mathematics comparatively, but the closest attention was given to teaching them their mother tongue. It was deemed worthy of the most careful and patient study. The youth learned by heart the poetry of their greatest bards, and were taught the art of poetic composition and explanatory criticism. In addition to all this, they were surrounded on all sides by the most perfect models of statuary and architecture; statues symbolizing the gods, and architecture rivaling and surpassing nature in the matchless beauty of its graceful curves and delicate symmetry. They heard the rhapsodists chanting the poems of Homer and the odes of Pindar in the Agora. They heard often such brilliant orators as Demosthenes, Pericles and Eschines. But better, perhaps, than all for the imagination, in the rocky side of the Acropolis was cut the vast semi-circular theater, open to the heavens, capable of seating thirty thousand people. Here the Athenian population would assemble for a day at a time, and with the marble temples and statues before their eyes, with the blue heaven, the bright air and sun light about them, and the lustrous sea stretching away in the distance, they would listen to the immortal creations of their tragic poets. These were some of the influences which led the human imagination to the loftiest height it has ever reached, enabling it to leave to the world models of lyric, epic and dramatic poetry, which have been only imitated but never equaled or surpassed. Thus has poetry from its very origin added to the highest thought and the highest pleasure of mankind. It fills the soul with pure, bright pictures; it reveals the mystery and

beauty of life and nature to the unseeing eye, and fixes firmly in the heart the precepts of purity and truth. If you teach a boy to read and understand Shakspeare and Wordsworth, he must see the same pictures they saw, think the same thoughts that were theirs, reach the same heights they trod, and in doing this, he too is great and noble with them. You may teach a boy the fundamental rules of arithmetic and thus make him useful in the counting room or at the book-keeper's desk, but if you teach him to read Hamlet, the Cotter's Saturday Night, In Memoriam, and Hiawatha, you make him more than useful. You widen and strengthen his life, you enlarge his capacity for enjoyment, you open a fountain of happiness within him. In all times, men have recognized this power of the poet to give the highest and purest enjoyment, and so have gratefully accorded to him the first place among men. And thus it is that the nations pause in their busy life and drop a tear and a flower upon his grave when a Longfellow dies. In contemplating the effect which the best poetry has upon the human mind, we can but admit, it seems to me, that the study of it should have more attention in our schools. Let the idea so prevalent among even some active teachers, that poetry is for the unpractical visionary, the literary recluse, or the scholar in his study, let this idea be forever abandoned. I have noticed in the colleges that the most successful and earnest students are usually those who appreciate most keenly the beauties of poetic literature. The great orators and statesmen of the world, who are famous for the charm of their eloquence, for loftiness of imagination and splendor of diction, have been the most diligent students of poetry. Gladstone worships at the shrine of Homer. Castelar, perhaps the greatest of living orators, says he learned the art of eloquence from the poetry of the book of Job. John Bright, noted for the clearness, beauty and eloquence of his parliamentary speeches, says he devotes all his winter evenings to a careful reading of the British poets.

I had intended to say something concerning the influence of fiction and history upon the imaginative faculty, but there is time for only a few words upon these points. The literary market is flooded in these times with novels, the large majority of which are of the flimsiest and trashiest description. They come out like the ephemera from the water, and flit in the sunshine of popular favor

for an hour, and then die, and oblivion claims them for its own. Prof. Swing, in his lecture on novel reading, says there are only about twenty great novels in the world, and thinks that Richter, Auerbach, Dickens, Thackeray, George Elliot and Hawthorne have each played a part in producing them. I need not mention the effect such writers as these would have in instructing and amusing. The ethical influence of standard novels is worthy of special notice. Says President Porter, "The contemplation of fictitious characters, elevated and ennobled by ideal beauty, has served to quicken and enforce the ethical ideal of thousands of susceptible minds." The gentle, patient sweetness, and the heavenly purity of little Nell will be a perennial inspiration to the boy or girl who reads "Old Curiosity Shop." The sturdy manliness and moral candor of David Copperfield, and the noble womanhood of Agnes will lead the lives that study them to purer heights.

History is a valuable means for the cultivation of the imagining power. Not only the writer but the reader of history, must exercise this power to comprehend aright the events of the past. It is not the dry chronicler of facts, nor the keen reasoner from cause to effect, who writes the great histories. The events of the past must move before us just as the scenes on the boards of the theater. We do not want any one there to enlarge upon the facts, and explain how each actor feels and why he acts as he does. Give us a good seat and plenty of light and we can draw our own inferences. So the great historians are Herodotus, Livy, Macaulay and Prescott. They are vivid, brilliant, picturesque. They awaken our imaginations and make us see the pictures as they beheld them and do not, like Buckle, Schlegel, Mill and Draper, trouble us with much of the philosophy and science of history.

I have thus far spoken only in a general way of some of the means to be employed in cultivating the imagination, without marking out any specific plan for using the means suggested. The method will readily suggest itself to the active teacher. Perhaps it would not be amiss to say that, at least in every high school room, there should be the best, annotated leather-bound editions of the standard English poets, a few of the masterpieces of fiction, and the best histories. At least a half of one day in each week should be given to the special study and reading of these. Essays

should be written upon authors, leading characters and events. Choice passages should be written upon the black-boards and committed to memory. Better still would it be if doting parents and cautious school boards, mindful of municipal elections, and the conservative superintendent could deem this work "practical" enough to constitute a special course for it in the school curriculum,—not simply relegate it to the all-embracing region of English literature, where, too often, the whole ground from "Piers Plowman" to the "Heathen Chinee" must be gone over in from three to six months; where the dates of the birth, marriage and death of each author, and list of his chief works are soon learned and sooner forgotten. But let it be made as imperative and important as the work in mathematics or science, exacting from the pupils as careful attention and laborious accuracy as any regular study requires. Thus a systematic course of this kind might be arranged for the high school. But this kind of study need not be wholly confined to the higher departments. I have the honor of being associated with one superintendent who deems the study of imaginative literature of such importance that he not only teaches his own children to learn and recite many of the favorite compositions of our greatest poets, but he copies with his own hand choice passages from the poets and distributes them among the children of the lower grades in the schools to be committed to memory and recited on occasion. This is as it should be, and if such work were carried on enthusiastically in all the schools, I believe its good effects would soon become notably apparent.

It may be well then for some of us to pause in the groove of our every day work, to cease for a little from our talk about definitions, rules, dates, formulas, theorems and demonstrations, and consider whether our pupils have not a nobler, a diviner faculty than we have ever taken note of, to reflect whether they may not have a capacity for higher enjoyment and higher thought than has ever yet been ministered to by us. And it may be well, too, in our meditation, for us to remember it is not the dry methodical treatise, the chronicle of facts, the tomes of argument and explanation, not the system, the dogma and the creed that live and endure while the ages roll on; but it is the great emotional truths, robed in royal imagery, struck out from the glowing heart of the imaginative

genius that live on through the centuries, kindling the souls of men and leading them up to higher and better things.— *Ohio Ed. Monthly.*

WHAT TEACHING IS.

Teaching and Teachers is a new book by Dr. H. Clay Trumbull, editor of *The Sunday School Times.* We have never seen a clearer statement of what it is to teach than is contained in the following extract from this excellent work:

It is not easy for the enquirer to obtain a clear and competent understanding of the term "teaching." The dictionaries will give him little aid on this point. Their definitions are varied, vague, and unsatisfactory. If he turns to the technical treatises and manuals on the subject, he will not be likely to gain a much clearer impression of the scope and purport of the term. Out of an extensive study of the literature of teaching, for now more than twenty years, I can say with positiveness that, from the days of Roger Ascham down to the latest European and American educational writers, hardly one writer in fifty has even attempted to tell his readers what he means by the term "teaching," or to indicate the precise nature and limits of the teaching process as he understands that process. Commonly, indeed, the term "teaching" is employed by such writers as though its meaning were well understood; yet, in many cases, their own uses of it, at different times and in different connections, would go to show their own lack of a well-defined meaning attached to it, which should sharply distinguish it from "educating," "training," "giving information," "exhibiting impressively," "instructing," "inculcating," and other terms variously used as indicative of educational processes. In hardly more than half a dozen instances have I found an educational writer attempting to explain his understanding of this term "teaching," on which pivoted all the value of the instruction and guidance he essayed to give to his readers. It is, therefore, by no means a needless task for us to seek an intelligent understanding of the nature and elements of the teaching-process, as preliminary to an inquiry into its wise methods.

Jacotot claimed, that "to teach is to cause to learn." Professor

Hart improved on this definition by claiming that "teaching is causing another to know." Probably no more simple or accurate definitions than these two have ever been suggested. They certainly indicate the essence of true teaching. Teaching involves the idea of knowledge obtained by a process. One may, indeed, teach himself, may be his own teacher, through reaching out after knowledge by an intelligently directed effort; but no one can teach — and to that extent be a teacher of — either himself or another, without the obtaining of knowledge by the person taught. *Teaching*, in fact, includes the idea of *learning*, not as its correlative term, but as one of its constituent parts. There can really be no such thing as teaching without learning; the process of learning must accompany the process of teaching, and must keep pace with it. Just to the extent of the learning on the one part, is there the teaching on the other part. If the learning-process halts, so halts the teaching-process. If the learning-process ends, the teaching process has ended.

Originally, in our English language, as in accordance with the analogy of other European languages, the word "learn" was used in the two-fold sense of teaching and learning; one could learn by himself, or he could learn another — could cause another to learn. Thus, the poet Drayton makes a royal guide tell of the instructed king:

> "Who, till I learned him, had not known his might."

And Shakespeare's queen, in Cymbeline, asks of her court physician:

> . . "Have I not been
> Thy pupil long? Hast thou not learn'd me how
> To make perfumes? distil? preserve?"

In the natural process of language, there came to be a subdivison of the twofold idea of the word "learn;" and the distinction between the objective and the subjective phrases of the learning-process was indicated by the use of the term "teaching" for the one, and "learning" for the other. Now, therefore, "teaching" is that part of the twofold learning-process by which knowledge which is yet outside of the learner's mind is directed toward that mind; and "learning" is that part of the same twofold process by which the knowledge taught is made the learner's own. Still, as before,

however, there can be no teacher where there is not a learner; although, on the other hand, there may be a learner where there is no one else but himself to be his teacher. If this truth be borne clearly in mind, there is a decided gain in the verbal destinction of the two component parts of the learning-process, as made by our modern use of the words "teaching" and "learning;" but if this distinction should lead us to suppose that there *can* be any teaching where there is no corresponding learning; that it is possible, in fact, for one to teach while no one learns; — then indeed it would be far better for us to go back to the old terminology, and to insist in every phrase that no one is taught until he has learned, and that no one teaches another until the other learns; that, in short, teaching another is ever and always learning another, causing another to learn.

It is, of course, not to be denied, that the term "teaching is often fairly employed in other senses than a technical one. Thus, we speak of the teaching of our example, of our teaching others by the spirit which we manifest, or by the conduct which we display; of our causing others to know, from what they see in us, that our way is desirable, or that it is undesirable; of our thus leading them in the path we pursue, or impelling them toward another path than that. To teaching of this kind, all of us are given, at all times. In *this* sense, we all are teachers, always. We are continually causing those about us to know the better way, or the worse. But it is not of this kind of teaching that we speak, when we say that we are Sunday-school teachers; that we are engaged in Sunday-school teaching; that we expect to teach our class next Sunday; or, that we taught our class last Sunday. We have in mind, in such phrases, an active and purposeful service, rather than that unconscious teaching of ours which is inevitable, whether we desire it or not. It is the causing another to know that which we know, and which he does not; that which we want him to know, and which we seek to have him know,— which is "teaching" in its technical sense; teaching in the sense in which we use the term, when we say that we have been teaching a particular lesson to a particular scholar or class. In this sense, "teaching" obviously involves the threefold idea of a teacher, a lesson, and a learner; it involves knowledge on the teacher's part, and, at the start, the lack

of it on the part of the scholar; also, an actual transfer of that knowledge from the teacher's mind to the scholar's, before the teaching-process is concluded. Hence, to say that you have "taught a lesson," includes the idea that some one has learned that lesson; for unless there is learning by a learner there can be no teaching by a teacher; and until the teacher has caused a learner to know a lesson, or a truth, the teacher has only been trying to teach — so far without success.

Intelligent, purposeful teaching includes the idea of two persons, both of them active. Nor is it enough that there be two persons, both of them active; both active over the same lesson. *This* may be secured by hearing a recitation, and commenting on it; but that is not, necessarily teaching. The scholar, in such a case, may be merely exercising his memory, reciting what he has memorized verbally without understanding a word of it; he learns nothing; he is not taught anything; he is not caused to know a single fact or truth, by his teacher's hearing him recite; nor does he learn anything by his teacher's wisest comment, if he pays no attention to that comment, or if he is unable to understand it. "Teaching," as causing another to know, includes the mutual effort of two persons to the same end. The teacher must endeavor to cause the pupil to learn a particular fact or truth which he wants him to know; the learner must endeavor to learn that particular fact or truth. Until the two are at this common work, the process of teaching has not begun; until the learner has learned, the teacher has not taught.

TEACHING WRITING.

THOMAS BAGOT, RIPLEY CO., IND.

The following are probably the principal criticisms to be offered on the methods of teaching writing at present in vogue in country schools.

1. The pupils are not supplied with the proper materials.

2. They do not receive enough practice in preliminary work, including position, holding the pen, movement, etc.

3. They seldom possess a clear conception of the work they are required to do.

4. Letters are made as isolated individuals, and the importance of slant, relative height and width, etc., is disregarded.

5. The work is not arranged in a progressive and systematic manner.

6. Mistakes are allowed to pass without correction until the pupils have contracted erroneous habits in writing.

7. Too much time is spent on the analysis of the letters and not enough in trying to make them correctly.

8. Slate work is carried to an extreme.

9. Neatness in the general appearance of the work is too much neglected.

10. The use of engraved copies is carried too far in many schools.

I present substantially the method of teaching writing employed in the schools of this county at the present time, believing it to be in a measure free from the objectionable features named, and feeling that the good accomplished through it will justify me in putting it forward.

Every pupil upon entering school for the first time is required to bring a slate and long pencil. At the beginning of the second year, in addition to the slate and pencil he must be supplied with a writing book, scribbling paper, pen, ink, pen-wiper, blotter, etc.,

After no small amount of drill on position of body, arm, slate or paper, pencil, etc., simple movement exercises are practiced, these gradually giving way to others less simple.

All copies are written upon the blackboard at first, the teacher constructing each form in the presence of his class and calling attention to the common errors made. The pupil soon builds the ideal form in his mind and strives to give his ideal conception a local habitation on the slate or paper.

The staff containing six horizontal lines about one-sixth of an inch apart, is ruled cross-wise at the top of the slate. The base-line is somewhat heavier than the others and is thus the most prominent. A straight line is also drawn from the upper right-hand corner of the slate to the lower left-hand corner, by which to determine the slant of the letters.

The teacher begins the regular line of work with the straight line on the proper slant, and the pupils practice on this, and noth-

ing else, until they can make it reasonably well. He then takes the right curve and treats it in the same way, after which the pupils practice uniting the two elements, and form with them the letters *i* and *u*, which they next practice writing together. The left curve is next taken up, and as soon as the pupils become moderately proficient in forming it, they are taught to combine it with the two elements already learned, in letters composed of the three, such as *n*, *m*, *a*, etc. Two or more of the letters learned are next combined into a word, as for instance, *in*, *an*, *am*, *man*, etc., and new words are formed accordingly as new letters are learned. At first it is best, perhaps, to allow these elements and letters to extend through two of the ruled spaces on the slates. Only one thing is attempted at a time, and this must be done satisfactorily before the next is presented for consideration. Some pupils who began writing three months ago can now write five or six short words, and they can write them well, too.

No mistakes are allowed to pass without correction. The principal errors are pointed out by the teacher, and the method of correction generally given on the blackboard. It is much easier to avoid a bad habit than it is to get rid of it after it is contracted.

No attention is paid to analysis during the first year, and very little during the second. The pupils know the elements as mere forms, and see that letters are nothing more than combinations of them, but they know nothing about their names or their numbers.

During the first year the writing exercises are all on slates, during the second year about half of them are in writing books, and after this nearly all the regular exercises are in the writing books.

Neatness of work is made a prominent object from the beginning. Instructions are given as to ruling the slates and placing the work on them, and pupils are required to keep their writing books free from blots, scribbling, and everything of the kind.

The engraved copies are placed on the blackboard by the teacher, and every difficult point carefully noticed. The pupils have a desire to do what they see the teacher do, and what they feel that he takes an interest in having them do well, they endeavor to do well. The pupils generally write the copy a few times in their practice books before they begin to write it in their regular copy books.—*Ind. School Journal.*

DIVERSIONS IN SCHOOL-WORK.

BY MISS MANTIE E. BALDWIN.

No matter how wide-awake and enthusiastic a teacher may be, the routine of the school-room sometimes becomes monotonous to both teacher and pupils. At such times, it is well to vary the usual programme by introducing some exercise to divert the minds of all. This diversion should be something that is practical and necessary for the pupils to know. Something that belongs to the stock of general information which every person must accumulate during his course through life.

The diversion then, has a two-fold object: first, to secure rest or change, which *is* rest in the real sense of the term; and second, to teach some one of the valuable *little* things so necessary to be known.

This diversion should be brief, occupying not more than five or ten minutes time; and it should be one in which every pupil will take an interest. It requires care and tact to know just what diversion to present at certain times. It would be well to guard against introducing them too frequently. The regular programme should not be broken in upon except in cases where circumstances seem absolutely to require a change. In order to secure prompt attendance and to prevent tardiness, these diversions may occasionally be given in the morning at the opening exercises. Not every morning, however, as even the diversion may cease to interest; but at irregular intervals, and when the pupils are least expecting anything of the kind. Those who are tardy will find, to their regret, that they have missed something interesting and will be stimulated to be regular and prompt in the future, that these bits of novelty may not escape them. On some rainy day perhaps both teacher and pupils may feel dull and spiritless, and the regular work will drag heavily along. Set aside the programme for a few minutes. Give attention to some exercise wholly different, and enter vigorously into it. Then, after this brief interval, resume the usual work. All will feel greatly benefited by the little variation and will take up the usual work with renewed vigor.

These variations may serve still another purpose. The teacher may desire to introduce composition in some one of its many forms.

If this be the case, no pleasanter or more successful plan can be pursued than to give a short preparatory exercise at a time when the grammar classes usually recite. In this case, however, it might be well for the teacher to be discreetly silent as to the real object of this diversion. Pupils may often be brought into active composition work, without being aware that it is such, and thus the usual difficulties in the way of introducing this necessary subject may be overcome. A few of these diversions will now be briefly given. The fertile brain of the teacher can readily devise many more.

1. Measurements.

Have each pupil tell how far he thinks the ceiling is from the floor. Put these numbers in a column on the blackboard. Then have one of the olde st and most careful pupils actually measure the distance. Compare the estimated distance with the real, to see how correct the judgment of the pupils has been. It is astonishing and amusing to see what widely different estimates will be made, and how few will form a correct idea of distance in any direction. Have them give the circumference of some tree near the school building. Then let one actually measure it, after which compare figures. In the same manner give the length ot the school room, the width of the windows, the length and breadth of the school yard, the circumference of the stove pipe, the height of a pupil, or of the teacher, etc. Training pupils in measuring with the eye helps them greatly in forming correct judgments with regard to things about them. The same plan may be pursued with regard to quantity; as of wood, or coal, water, etc. Also comparison of distances.

2. Clock face.

Little people need to be taught how to tell the time of day, and to learn the value of minutes and hours.

For them, then, the teacher may present several devices by which this may be learned. The hour and minute hands may be readily moved to any position on the dial and, at each change of position, the teacher may require one of the pupils to tell the time indicated. In case there is no clock in the school room, a dial can be drawn upon the board. Let the older ones, at the same time, obtain answers to such questions as these: At what time between 7 and 8 o'clock will the hour and minute hands be together? or opposite? or at right angles?

Or, comparison of time at different places; as, it is noon here, what time is it on the opposite side of the globe? or at a point half way between? Numerous other similar exercises might be given, but the teacher can devise these to suit the needs of his pupils.

3. Reading.

The teacher may, in the course of his reading, find a story or an article which he would like to have his pupils enjoy with him. This may serve two purposes. Perhaps he may have in his school a pupil who is addicted to some bad habits, or a spirit of insubordination or discontent or laziness may be creeping into the schoolroom; or he may wish to inspire the pupils with nobler aspirations and to prompt better impulses. In any one of these or similar cases, the reading of some article may produce the desired effect. Sometimes it may be well to have one of the pupils bring in something he has found, and let him read it to the school, and let him comment on it. After such an article has been read, it may be well to have the entire school engage in a general talk about it; or it may be better to say nothing, leaving each one to draw from it what benefit he can.

4. Recitation.

In place of the regular recitation in reading some morning, the teacher might recite to the pupils some exercise, either in prose or verse. This should be a well-chosen article, something new to the pupils, and which they are sure to appreciate. Or, he may privately prepare one of the ablest of his pupils to give it, and on a dull morning when the lesson seems so familiar to the class that it is almost humdrum, he may surprise them by asking this pupil to recite for them the exercise previously prepared in private. Little surprises of this sort are a source of delight to the young and old.

Both in the third and fourth diversions it is profitable to tell the pupils the most important facts concerning the author of the selection under discussion.

5. Just before school is dismissed in the evening, ten minutes may occasionally be profitably spent in having each pupil, old and young, give some favorite quotation; a word, or line, or passage he has somewhere heard or read. The author's name should, if possible, be given. This will teach the pupils to be observant, and give them a fondness for gleaning in the fields of literature.

6. Let each pupil prepare a brief report on some eminent character, and at some time when desired give this report to the school. Or, let them tell what they can concerning some useful invention; as, the plow, the sewing machine, etc. Or, let them briefly describe some city, telling for what it is noted. Or some occupation or branch of industry, as, plowing, mowing, churning, sewing, sweeping, etc.

It is not well to introduce these diversions just for fun's sake, though often much legitimate amusement may be derived from them. Still each exercise that is brought into the school-room should be of a nature to improve and to instruct the pupils, and better fit them for active duties in life.—*Northern Indiana School Journal.*

INSTRUCT OR EDUCATE?

The mere possession of a fact does not make a scholar. The retention of innumerable facts or the remembrance of the mere wording of the laws or principles in the whole range of science, does not indicate that the possessor is, in any sense, a person of culture. The mere imparting of facts or words or principles does not indicate the teacher.

If, as teachers, you think it is your whole duty to furnish, day by day, to your pupils, facts and propositions and principles, you do a grievous wrong to yourselves, to the school system and to the community.

You wrong yourself, because you ignore the fact that by special preparation and legal enactment you claim to be *teachers* in the professional sense; that you emphatically say, by your actions, that this training is of no value; that the grand principles which underlie the whole art of teaching are mere words and of no moment, and that you are no better than the ordinary run of every-day labor, only distinguishable from it in the fact that you have some knowledge of the subjects you profess to teach. You wrong the system, in that you give cause for the many complaints that are made against it by noted men of the community, who, judging merely by results and knowing the great cost of the work, pronounce it a failure. So the public press, while commending

the system, are free in their criticisms, not so much of the quality of the work done as the character of it, asserting that the course of study as laid down in many cities is burdensome, uncalled for, too full of nonsensical generalities, affecting physical health, etc. They are right in their denunciations, if schools and teachers are provided only to furnish many facts to unwilling minds, but entirely wrong, if teaching is practiced as a means of development. Then, courses of study are only of secondary importance, becoming simply a means to a great end.

You wrong the community, in that you send forth, year by year, large numbers of young men and young women supposed to be educated and cultured, capable of exerting an influence for good on society, but they pass on, mere machines, silent, passive, weak, and are forgotten. The community is neither better nor wiser for their having lived in it; the strong minds, the thinkers, that mould and shape the great movements of the world's civilization, have not been produced, and so the community suffers by your negligence.

Instruction is not education in any sense. Instruction is a mere book work. It is mere telling, or questioning on memorized facts. It is a monotonous reading and writing, for days and days till the years go by. It is repressing, chilling. It silences all questioning on the part of the pupil, represses all original inquiry, and deadens the curiosity so peculiar to childhood. It shuts the sunlight out of every school-room, and makes school-life so burdensome that the day of release from school duties is welcomed as eagerly as the prisoner welcomes the day of deliverance from bondage. It "brings up a boy to do nothing for himself, makes everything easy for him, subdues matter for him, and makes him grow up weak in body and coward in soul." Whatever physical harm children suffer in the school-room is due to *instruction*. Education, always a pleasure, never caused an ache or pain.

The motives which prompt children to work under such circumstances, are mainly, the desire for place, and the fear of punishment. But these are not motives which count in the race for culture or education. Remove them and work ceases. The love of study for its own sake is not there. The spirit of inquiry, the most valuable of all, is not there. As a result you have readers and

memorizers, readers for the day's work, and memorizers for the examination tests; but actual students, loving their work and finding pleasure therein, you have none. If the inquiry is made, why does such a state of affairs exist? We can only answer, it is a very easy matter to instruct, it is very hard to educate. It is the result of book work. It is so easy to assign so many pages for a lesson, so easy to question from the book, so easy to decide if the answer is in accordance with the printed page — or if the work assigned is performed in the usual manner. It is very difficult to ascertain if the understanding of the pupils is in harmony with his words. Is not this book work characteristic of very much of the teaching of the day?

The higher schools, with their examinations, are also responsible for this condition of affairs. They may not have endorsed the practice, nay, we even know that they condemn it utterly, but the peculiar style of their questions tempts or forces the lower teachers to pursue the course which is so pernicious in its results. The style of examinations has a wonderful effect on the character of the teaching. It makes at will, the teacher or the lesson-hearer. It rapidly converts a true teacher to an index-hunter, to a searcher of encyclopædias, to a "gerund-grinder." What is the remedy? To make examinations of that character, that book work, and book work only, will lead to failure, and to insist that teaching shall be above and beyond all text-books and courses of study. These last are grand means to a grander end, but they are not first in importance.

The school-master, armed with the rod as the sign of authority, driving his pupils to think and to do for themselves, teaching by this self-reliance, if nothing else, is a thing of the past; the instructor, armed with a text-book and examination questions holds the vacated place. The results are before you in your every-day walk. Can you say that the men reared under the instructor are better thinkers or more self-reliant than the men raised under the school-master?

But the world moves. The educator with rod and text-book under his feet will come to the front and play his part in the destiny of men.

May we not safely say that then the teacher will be elevated to

the highest professional point and that the pupil under such teaching will attain that physical and mental strength which will enable him to successfully carry on the struggle against ignorance and vice? — *Phil. Teacher.*

THE TRUE PLACE OF EDUCATION.

Most men and women want to educate their children. Very few there are who would not try to send their little ones to school, for a time at least — many even make sacrifices innumerable in order to do so. But out of all the parents and guardians who acknowledge their duty in this respect, how many could tell just why they seek to perform it?

Were that question put to any great proportion of them, the commonest answer would probably be, "Because we don't want them to grow up ignorant!" or something similar. If a second question were put, "*Why* do you not want them to grow up ignorant?" perhaps no reply would be attempted. At most, it would very likely amount to little more than "Because it isn't nice not to know anything.

Another answer to the first query might be "Because they will be more likely to get up in the world if educated — education will give them standing." Again might we add a second interrogation, and ask "*Why* does it do so?" and receive a like indefinite reply, "Because it does!" or something like it.

Still another response might be "Because it will help them to earn their living." And still again, if we query further, "How?" the answer will propably be vague. "Oh, we don't know — perhaps they will teach." All of which seems to say that parents educate their children very much according to instinct or custom, scarce being able to give reason for so doing other than that, somehow, it seems the proper thing to do.

This, I think, should not be. We all hope, theoretically at least, to see the day when ignorance shall be no more. In a lower as well as in a higher sense, we shall be able to "give a reason for the hope that is within us." Let us, then, analyze these recorded answers to our questions.

"It will help them earn their living." True—but then again it may not. This is beginning to be so well understood that many doubt the propriety of teaching a child anything at all that will not directly tend in after years to filling his pocket, and call any study waste of time that does not keep that one end in view. But should such doctrine become prevalent, it would be fatal to human progress—so that were a man fed and clothed, he would feel no further interest in anything, and every avenue of new inquiry would be forever closed. And as to teaching,—if no one learned except to teach again, what would be the ultimate use of this teaching? It would be an expensive, valueless process, gone over and over again, like the old songs with one stanza to be repeated *ad infinitum*, never making a point, and of course, never reaching a conclusion. No, education does *not* always give us a living. I have in mind now a man who thoroughly understands six or seven languages, yet who earns his bread as a puddler in an iron foundry.

"They will be more likely to get up in the world." Perhaps—but not necessarily. The man just alluded to did not. The best educated are often those of whom the world knows the least. I remember not long ago reading of a Pennsylvania farmer to whom the Royal Society of London sent an honorary degree and a gold medal for his remarkable scientific researches—but not until his name appeared in the papers in this connection were his neighbors aware that he knew anything—or, in fact, that he existed. His honors made no difference in his pursuits or style of living. Here is at least one case in which education did very little, socially, in the way of elevation.

"We don't want them to grow up ignorant." The commonest answer—though vague as the other, is, after all, the best. There is a widespread instinct, scarcely expressed, that every human faculty was given to be *used*. It is as natural, as proper, to cultivate the brain as the muscles, the intellect as the morals. It is as praiseworthy to exercise judgment and reflection as sight and hearing; thought and memory as love and charity. Would it not sound ridiculous to say that a man ought to cultivate his muscles because it wouldn't be nice for him not to do so? To look at a landscape or listen to a bird because he would be more respected if he did? To be kind to his neighbors, because by so doing he might be better able to earn his living?

True, these may all be reasons why he should employ his muscles, his senses, his graces. But they are certainly only secondary ones. The most unthinking would acknowledge that all these should be exercised for their own sakes. Then why should not the mental powers? Education is its own end, its own great reward. It is to be planned for, hoped for, toiled for, just as much as comfort, wealth, or any other object for which mankind generally plan and hope and toil. Ignorance, like dirt, disease or sin, is a pitiful evil, a wrong and misfortune to be dreaded, deplored, fought and conquered — a state of misery resulting from broken laws, in which our beneficent creator never intended any of his children to live and suffer. Mental food and the need of it are just as real facts as are natural food and the need of it. The intellectual man, with his wants, just as surely exists as the physical. Stint your higher nature, if you will — you only dwarf your soul and belittle your humanity.

What matters it in the end whether or not the world recognized your ability, whether or not your knowledge gained you your bread? Nothing. But it matters much whether your brain is vigorous, your nature expanded and your mind filled with precious treasures of which nothing can rob you and which nothing can utterly destroy.

"We cannot afford education," some say. Very well — then you cannot afford to live, for education is almost the chief need of life. Without it, the richest is a pauper; with it, the poorest is a prince. Were education regarded as it should be, men would no more dream of living without it than without food and fire and clothing; for it they would, if necessary, barter farms and merchandise, ships and stores, and rightly consider that they had gained by the exchange.— *Ex.*

METHODS OF ILLUSTRATION.

BY CHARLES F. ADAMS.

We all remember that tide of object-teaching that swept through the schools and courses of study years ago, and how we envied the favored ones who first learned its cheap trick with a piece of glass,

a button or a basket. There was a time when it was something of an affair to develop the uses of a chair, or to find out in the orthodox fashion that a cat had legs, a back and a tail. And somehow it took years to discover that fragmentary and trivial work diluted solid instruction none the less whether crammed from book or object.

Certain kinds of object-teaching have long since been convicted of obtaining credit under false pretenses; but it seems to me that the prevailing tendency is to pass through a similar stage in methods of illustrating. We are assimilating a large amount of new knowledge, and finding by trial and error the paths of least resistance in teaching it. Such a time is peculiarly the hey-day of the small theorist and enthusiast.

Teachers are not wanting, nor silent, who seem "pleased with a rattle and tickled with a straw," and we, in our eagerness for novelty, are ever ready to admire a new method of using a wire, a tube or a toy, and sometimes forget that we may cheapen illustrations until they become very dear. And so the insignificant gets prominent, and the good gets in the way of the best.

This tendency to dabble, to multiply details, to magnify the *how* at the expense of the *what*, seems to me a mistake,—"an advance backward." To lose the simplicity and impressiveness of great facts and laws, is too high a price to pay for trivial illustration or ambitious completeness. We need neither greater adroitness nor more little things so much as a more comprehensive grasp of what is significant, and greater skill to communicate economically the fundamental things that legitimately enter into the school education of children.

Let me show some general methods of illustration in a single typical study, geography. In teaching the primary elements of earth-study, mountain, plain, desert, cold, country, etc., no patent method or device can take the place of vivid artistic description,—description that shows a quick human sympathy, and lingers lovingly upon attributes. But this gift will avail itself of any accessories to make the word-picture more definite,—the model and molding-board, the off-hand sketch and more painstaking drawing, the photograph and engraving.

But, for myself, I have not found the molding-board of great

value. The ideal mountain whose height I wish to emphasize is belittled by being represented in inches. Such a mountain range as this comes nearer: (Cloth mountain five feet high, made of a settee, inverted chairs and window sticks, and covered with gossamer waterproofs and a sheet). The difficulty lies in giving the scale; but the little cardboard village at the base contributes somewhat. Moss for trees, sawdust roads, foot-ruler fences, and tippet rivers, may or may not add to its value. With this we can show mountain, mountain range, mountain peak, water-shed, valley, river-basin, diminishing vegetation, snow-cap and snow line, avalanche-path and glacier.

When, later, the surface of a continent is to be shown, I have found a peck of sawdust and a sheet of brown paper, or a blackboard placed horizontally, sufficient. The sawdust holds its place well, may be used dry, and is cheap and clean. The map is drawn and built up in the usual way.

I prefer pictures, however, rather than models, for most work. The multitude of details in pictures gives the scale of size, and they are cheap, convenient, interesting and beautiful; which can be said of few models. It seems to me there are great possibilities in collecting and studying pictures with classes. Of course I do not mean the fashion-plates or the cuts from almanacs that are sometimes used to keep children still, but a worthy collection, such as could be made easily by a discriminating teacher from illustrated papers and books, mounted separately on cards or on cloth.

The photograph is one step nearer nature, and should be used more frequently in teaching. Large photographs of mountains, deserts, icebergs, geysers, tropical vegetation, etc., are valuable, not merely as ornament for a school-room, but as furnishing the best of teaching material. But even the blackboard may be made to show these to some extent. These blackboard drawings of a mountain, glacier and volcano are some of the best specimens of the regular work done by our normal students in getting ready to teach geography to beginners. And I think all will agree that there is a time when these used, properly, would contribute to giving clear ideas in an interesting way. I need not speak of the value of easy off-hand sketching on the blackboard; we understand its importance quite as much as we practice it.

When the time comes for work with maps, let me suggest that they be placed horizontally, and used thus for a long time, keeping the north of the map toward the north of the room. Later, have the maps hung and used on the north side of the room, if possible, to avoid that dreadful twist that gets into one's head by habitually seeing the right hand of the map toward the west. Maps drawn on the floor, large enough for pupils to make imaginary journeys on, may sometimes prove of value.— *The Am. Teacher.*

NAGGING.

We are not quite sure whether the word that heads this article is to be found in the dictionaries, but the thing that it denotes is, in some shape or other, familiar enough to most people. Nagging assumes so many forms, and is carried on under such a wide variety of circumstances, that to treat it exhaustively would require larger space than we have at our disposal, and a wider range of experience than we can boast of. The special form we propose to consider is school-nagging. Who does not remember the teacher who could never let his class alone, who was constantly shouting out orders or snarling out reproofs, who was not content with giving a rebuke, but kept on rebuking, who could never let by-gones be by-gones, but seemed to find an inexhaustible delight in raking up past offenses to aggravate fresh ones? Who does not remember the rapid succession of ejaculations that kept on hurtling through the air — "Smith, you are talking;" "Brown, sit straight;" "Robinson, how many times am I to speak to you?" "Tompkins, there you are again?" "Simpkins, what *are* you doing?" Repose there was none; even, steady work there was none; the teacher doled forth his instruction in the brief intervals between one distracting command and another; the class tried to listen or think, as the case might be, under the same unfavorable conditions; until, perhaps, by long habit, commands and threats produced no more impression on their minds than the noise of the mill-stream produces on the miller.

The nagging teacher is, we fear, a very common species, and it may not be unprofitable to inquire into his natural history. The tendency to nagging is doubtless favored by an acrimonious tem-

per, by an unkindly disposition that finds a pleasure in the infliction of petty misery, and by the desire, sometimes not culpable, but sometimes distinctly selfish, of pushing a class on, or of raising it to a very high state of discipline; but it owes its origin mainly to the teacher's incapacity. The skilful teacher never nags. He prides himself on attaining his ends with the smallest number of words, and with a minimum of effort; he gets attention not by obtrusively asking for it, or by punishing for inattention, but by awakening interest; he secures the activity of his pupils by giving them work that they find a delight in performing; his efforts are directed not so much to the correction of faults as to the prevention of their occurrence; he recognizes that many of the faults of children originate not so much in any natural defect of mind or of character, as in bad teaching and bad training; and he looks to himself, rather than to his pupils, when things go wrong. If his class fidget, he knows that they have been kept too long in one position, and he acts upon nature's warning by changing their position. If they are inattentive, he knows that he is shooting over their heads, or that they are already familiar with what he is talking about and are too honest to affect an interest they do not feel, or that they want some change of occupation; and he adapts his course accordingly.

The nagging teacher is almost invariably a bad disciplinarian. He seeks to secure the conditions of successful work rather by a ceaseless drill than through causes operating spontaneously in the child's own mind; very often even his drill is unsuccessful through his disregard of laws of body and mind that nature will not allow to be violated, and through his own want of firmness in seeing his commands executed. The feeble disciplinarian tries to make up for his want of skill by noise and bluster, by constantly reiterated commands and threats, by gibes and flouts, and other such obtrusive means, only to find that these measures produce less and less effect with each repetition. The more he nags, the more he is obliged to nag. What the effect of such treatment must be on the class subjected to it we need scarcely point out. It is impossible that pleasant relations should be established between teacher and taught, when the teacher is constantly finding fault. The child who is for ever being bullied gets naturally to look upon his teacher

as a tyrant, and shows no further regard for his will than is inspired by dread. And, as a consequence of this, as soon as the teacher's back is turned his will is wholly disregarded.

The nagging disciplinarian is equally bad as a teacher. He nags because he teaches badly, and he teaches badly because he nags. It would carry us too far to inquire exhaustively what are the causes of bad teaching; the most common are defective knowledge, neglect of preparation, bad method, insufficient illustration, the endeavor to do too much, ignorance of the mental processes involved in learning. All these causes produce unsatisfactory results; unsatisfactory results are apt to beget impatience; and impatience is apt to beget nagging. A lesson has to be gone over again and again because it was not gone over judiciously the first time; explanations have to be explained with the effect of introducing new difficulties that demand new explanations; and the class are blamed for what were really the faults of the teacher. Nagging only aggravates the effects of bad teaching. How can a child give the whole of his mind to the work in hand when he is constantly harassed by the chidings of his teacher? Anger does not reduce chaotic instruction to methodical order; it does not remove intellectual difficulties; it does not enable the teacher to set at nought the processes by which knowledge is naturally apprehended. On the other hand, it "makes confusion worse confounded;" it distracts the mind, and, by dissipating its energies, leaves less available for the mastery of the difficulty in hand. "It is as impossible," says Locke, "to draw fair and regular characters on a trembling mind as on a shaking paper."

Some admirable remarks on Nagging will be found in Mr. Arthur Sidgwick's recent lecture on "Stimulus." Having explained "nagging" as "a constant fire of little rebukes to one and another for inattentiveness," he says: "It wears out the patience of the best-regulated boy to receive, or even to hear such rebukes. It is exasperating to human nature, and is utterly futile. Moreover, it distracts and worries the teacher, and destroys even what chance there was of any real stimulus to attention. My own advice," he continues, "would be this — you may have in many lessons to caution once or twice; but if you find the thing becoming common, look elsewhere for the cause and for the cure. The probability is

you are becoming dull. Either quicken up a bit, or, at any rate, vary the proceedings. But don't nag. It may not, of course, be your fault. The weather may be hot; or there may be some excitement toward a great match after school, or races in the vicinity, or some new promotions to the Eleven, or news has come that the ice bears on the reservoir. Anyhow, don't nag. If it is hot, open the door and any remaining window; if it is excitement, try and compete with it, rather than choke it by nagging. I have learnt the futility of this method by having tried it—and failed." Excellent advice! When teachers come to understand that success in teaching does not depend on the mere will of the teacher, not on the mere will of the learner, but on strict conformity to the laws of nature, they will cease to nag; they will find out a more excellent way; they will learn that nature is to be subdued in one way only, and that is by obeying her.—*The School Guardian.*

TEACHING, A SCIENCE.

Is there a science of teaching? Whatever may be the answer to this question, it will be generally conceded that there are but few scientific teachers. The number who can give a reason for their methods of procedure that would be deemed satisfactory by a mind accustomed to apply the tests of scientific reasoning to his conclusions, is painfully small. One would need no other evidence than is presented in the discussion of topics in our educational associations, to prove the general want of scientific knowledge of their vocation among teachers. And what is most remarkable is that many of those occupying the most conspicuous positions in the schools, and who have served the public long and faithfully, manifest in their treatment of educational problems so little of that power of analytic reasoning which scientific investigation demands. Judged by our discussions and papers we would seem to be ignorant of the elementary principles of a science of teaching. This can be explained only by the fact that there is no real belief in the existence of such a science. It is a mythical something, much talked about, but never seen except by a few "impracticals" who are forever talking in an unknown tongue. Any educational discussion that seeks to find bottom reasons for processes pursued

is "abstract and tiresome." "Give us something *practical*" is the demand. As if it were not the most practical thing in the world to find out the truth and error in our methods of procedure. There are some who are beginning to grow gray in the service, but who have made no other study of their profession than the observation of the results of certain experiments, but have attained some valuable "practical" knowledge in this way, who are impatient with any effort at a scientific investigation of educational questions.

Every science must have its peculiar technic. There are many ideas peculiar to it that only technical terms will name. The law and medicine have them, and without them the discussion of legal and medical questions is not carried on. All of the natural sciences and the sciences of man have them, and could not be expressed without them. Whenever the mind, in the study of any science, seizes one of these peculiar ideas, it looks out for some peculiar word to express it. Scientific knowledge is not repulsive to the master of that science. None other would be endurable to him, because of its adequacy to express the thought. It is only when there is insufficient knowledge of the science to see the necessity for technical terms that they are repulsive.

There is another pernicious heresy which we have heard advocated by persons of large influence in educational affairs. It is that the teacher is not to consciously pursue a scientific method in his teaching. He is told that it is all well enough to make a scientific study of method in his preparation in the normal school, but when he comes into the practice of teaching he must forget all this and throw himself into his work with that self-abandon which will drive out of his consciousness all thought of the *way* he is doing his work. What nonsense! It is only when the mind has become habituated by conscious and repeated effort to the pursuit of truth by the proper method that it can be safely left to its spontaneous action.

We hold that there is a science of teaching; that it consists of a body of ideas, many of which are peculiar to and characteristic of the science; that there is need, therefore, of the use of technical terms to express these ideas; and that the use of these terms to express these ideas is a great aid to clearness of thought in this science.—*Indiana School Journal.*

OFFICIAL DEPARTMENT.

SEMI-ANNUAL SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION.

SENATE CHAMBER, MADISON DECEMBER 29-31, 1884.

PROGRAMME.

Monday Evening, December 29.

7:30 — ADDRESS: "The New Education" — Prof. H. H. Belfield, Director of Manual Training School, Chicago.

Tuesday Morning, December 30.

9:00 — OPENING EXERCISES.

WORK AT THE STATE INDUSTRIAL SCHOOL FOR BOYS.— Louis A. Proctor, member State Board of Supervision.

REPORT: "Arbor Day."— Hon. Robert Graham, State Superintendent.

Discussion, opened by Prof. A. R. Sprague and Supt. William Jones.

REPORT: "Supplementary Reading."— Prof. H. D. Maxson.

Discussion, opened by L. D. Harvey, Esq., and Prof. E. R. Smith.

Afternoon Session.

2:00 — WOMAN'S RELATION TO STATE EDUCATION.— Miss Martha E. Hazard.

Discussion, opened by Hon. W. H. Chandler.

REPORT: "Reading in The Schools."— Supt. Wm. E. Anderson.

Discussion, opened by Prof. U. W. Lawton and Prof. W. G. Clough.

COURTESY AMONG THE MEMBERS OF THE FRATERNITY.— Prof. A. F. North.

Discussion, opened by Supt. John Nagle and Supt. J. T. Lunn.

Evening Session.

7:30 — ADDRESS: "Increase of Crime in the United States and the Relation of the School thereto."— Pres. J. L. Pickard, State University, Iowa.

Wednesday Morning, December 31.

9:00 — THE DUTY OF THE SCHOOL TO THE COMMUNITY.— Prof. W. C. Sawyer.

Discussion, opened by Pres. J. W. Stearns and Prof. L. H. Clark.

REPORT: "On Oral Instruction."— Pres. W. D. Parker.

REPORT: "The Best Means to Secure the Publication and Distribution of Papers, Reports and Discussions of this Society."— Prof. T. B. Pray.

Discussion.— GENERAL BUSINESS.

A very cordial invitation is extended by the Association to Superintendents and Ex-superintendents, both city and county, to be present at its session. The meet-

ing will afford an excellent opportunity to form acquaintance and to compare notes.

All lines of railway in Wisconsin will return all members of the Association for one-fifth fare.

Hotel Rates: The Park Hotel, will entertain members for $2.00 and $2.50 per day; Capital House for $1.25 per day.

R. W. BURTON, *Pres.*
C. H. KEYES, *Sec.*
J. W. STEARNS, *Ch. Exec. Com.*

EXAMINATIONS FOR STATE CERTIFICATES.

The Board of Examiners for State Certificates will hold a session in the capitol at Madison, beginning at 2 o'clock P. M., on Monday, December 29, and continue through December 30 and 31, 1884. All necessary stationery will be furnished by the State.

ROBERT GRAHAM,
State Superintendent.

MADISON, December 1, 1885.

TO COUNTY SUPERINTENDENTS.

So large a number of new persons were elected in November for County Superintendents in this State, and owing to the fact that it is impracticable to arrange for a meeting of county superintendents in connection with the meeting of the Wisconsin Teachers' Association during the holidays, without interfering with that meeting, or requiring superintendents to remain in Madison over the Sabbath, or New Year's Day, it has been deemed advisable to omit the usual meeting of county superintendents during the holiday vacation this year.

It is the present purpose of the State Superintendent, at as early a date as practicable after the installation in office of the superintendents elect, to hold a series of conventions of county superintendents, in different parts of the State, where the superintendents of ten or fifteen counties may be gathered in each meeting, for the purpose of considering some of the practical duties of those officers, such as: Plans of work in supervision; examinations, their methods, scope and legal aspects; Course of Study for ungraded schools; Relations of Superintendents to Normal Schools, etc. By this means it is hoped to promote more uniform, specific, and effective supervision. There is no doubt but that such conferences will be an effective aid in preparing for an interesting and profitable general convention of county superintendents in the summer, as well as prove of advantage to all superintendents in their direct work in and for the schools.

Due notice will be given by circular of the times and places where the different conventions will be held.

ROBERT GRAHAM,
State Superintendent.

LIST OF MEMBERS.

Editors of The Wisconsin Journal of Education:

In accordance with the provisions of the first clause of Article X, of the By-Laws of the Wisconsin Teachers' Association, I herewith transmit for publication in the Journal a list of all members in good standing.

Very truly yours,

River Falls, Nov. 23, 1884. C. H. KEYES, Sec'y W. T. A.

Wm. E. Anderson, Milwaukee.
B. A. Abrams, Milwaukee.
G. S. Albee, Oshkosh.
E. Auerswald, Marinette.
Wm. E. Barker, Maiden Rock.
R. W. Burton, Janesville.
W. J. Brier, Plymouth.
E. E. Beckwith.
Edw. Brady, Burlington.
L. W. Briggs, Oshkosh.
A. Burch, Two Rivers.
W. H. Beach, Madison.
H. J. Bowell.
A. F. Brandt, Sparta.
I. M. Buell, Sun Prairie.
Etta Carle, East Troy.
Chas. W. Cabeen, Baraboo.
W. G. Clough, Portage.
W. H. Chandler, Madison.
E. W. Clement.
L. H. Clark, Tomah.
A. J. Cheney, Chicago.
Mrs. Ada Ray Cook, Whitewater.
Mrs. E. Dwelley, Hudson.
W. J. Desmond, Milwaukee.
J. Q. Emery, Ft. Atkinson.
M. S. Frawley, Eau Claire.
Lewis Funk, Bay View.
L. Falge.
A. J. Gemmill, Ableman.
J. H. Gould, Lake Geneva.
Robt. Graham, Madison.
W. G. Gittings, Racine.
R. H. Halsey, Oshkosh.
A. J. Hutton, Platteville.
S. A. Hooper, Milwaukee.
H. C. Howland, Eau Claire.
C. S. Harper, Hazel Green.
Jno. Howitt, Waukesha.
D. O. Hibbard.
Albert Hardy, La Crosse.
E. G. Haylitt, Menasha.
C. A. Hutchins, Fond du Lac.
Osbert W. Jack, Port Washington.
J. G. Ingalls, Menomonie.
Wm. Jones.
C. H. Keyes, River Falls.
Dwight Kinney, Darlington.
Alexander Kerr, Madison.
J. T. Lunn, Ironton.
J. W. Livingstone, Dodgeville.
C. H. Leach, Kenosha.
J. J. Mapel, Milwaukee.
H. D. Maxson, Whitewater.
D. McGregor, Platteville.
Jno. Moeller.
J. K. McGregor, Eau Claire.
J. H. McDonald, Eastman.
A. F. North, Pewaukee.
C. H. Nye, Platteville.
W. D. Parker, River Falls.
T. B. Pray, Whitewater.
A. H. Porter, Chicago.
W. J. Pollock, Brodhead.
W. L. Rankin.
G. H. Reed, Waukesha.
Miss Lillie E. Reul, Tomah.
L. D. Roberts, Shawano.
I. N. Stewart, Appleton.
W. C. Sawyer, Oshkosh.
E. R. Smith, Manitowoc.
A. J. Smith, Menomonee Falls.
J. D. Stearns, Chicago.
Leo. Stern, Milwaukee.
H. R. Smith, Richland Centre.
Amos Squires.
J. W. Swiler, Delavan.
Elsie Steinke, Janesville.
A. R. Sprague, Racine.
Harold Smith.
R. C. Spencer, Milwaukee.
J. W. Stearns, Whitewater.
Mrs. Bessie M. Shaver, Eau Claire.
N. C. Twining, Monroe.
J. H. Terry, Lake Mills.
H. L. Terry, Mineral Point.
D. H. Tandy, Prescott.
C. F. Viebahn, Watertown.
Clarissa L. Ware, Madison.
O. E. Wells, Manawa.
E. V. Wernick.
H. L. Wieman.
A. R. Wittman.
Frank Winter, Sparta.
Mary C. Warne, Whitewater.
W. C. Whitford, Milton.
E. M. Wood, Lancaster.
C. F. Zimmerman, Milwaukee.

I have examined the foregoing list and find it correct.

L. H. CLARK, *Treasurer.*

EDITORIAL.

PERHAPS no maxim is more frequently or more urgently pressed upon the consideration of teachers than the one which is embodied in the phrase "Study the nature of the child." Perhaps no one of the many maxims, relating to the work of the teacher, is more obscure to the average teacher of the country school. Confronted by this maxim at the institute, in educational papers and periodicals, and in the elementary works upon the theory and art of teaching, young teachers become impressed with the supreme importance of the duty of studying the nature of the child, and go about the attempt at such study without clear ideas of the purposes, methods or advantages to be sought through the effort. With no purpose to attempt an exhaustive or scientific discussion of the subject, but with the desire to answer the question so frequently asked, "What is meant by a study of child nature?" in a way to help the inquirer to begin the study intelligently, the following suggestions are submitted.

The first thing to consider is, that this nature is to be studied in its relation to the work which is devolved upon the teacher. This relates to the purpose for which child nature is to be studied. In all stages of instruction, the teacher finds two prominent and intricate problems always at the front: (a) To awaken mental activity. (b) To influence, guide and control all the awakened and increasing activities of mind and spirit, that these shall become forces for good in the formation of character. All school economy, all school management, all maxims and devices, if worthy of consideration, point towards one or the other of these two problems. Now, if the purpose is to awaken mental activity in a child, lead to the concentration of intellectual powers upon things not hitherto considered, comprehended or become the subjects of consciousness, even, it is desirable that a teacher be acquainted with the means by which the child has mastered the comprehension of things with which he is found to be familiar. In no school, except those for the feeble-minded alone, are children found destitute of all knowledge. This knowledge implies concentration of mental powers upon the subject of it, sometime, in some degree. How was this secured? Through what avenues was the mind reached, incited to and maintained in activity until that degree of generalization was reached which we call knowledge? To carefully consider these and similar questions, is to study child nature,—the beginning of intelligence, in relation to the work of cultivating further, other and greater intelligence. Nearly all the work of the average teacher will fall within the lines bounded by research in this direction, and hence the maxim that those teachers are most certainly and conspicuously successful, who most closely follow nature in their methods. To illustrate: a teacher studying this matter very soon becomes aware that the eye, the ear, the hand, the nose, the mouth, are very prolific and very potential means of acquiring knowledge. A little further along, and one discovers that one child is reached through one sense best, and another child through a different sense. The practical questions then become, how to

train the organs of these senses that they may become more potent and more prolific in awakening mental activity; which sense, for the time being, in a given child, promises to be the best medium through which to promote mental activity. The teacher who has progressed so far as to fairly and squarely meet these questions, has made no little advance in the study of child nature, and will use devices for the end in view, not because some inventor of a system, or self-styled discoverer of the laws of mental development, prescribes them, but because they are seen to be adapted for the purpose in hand; and a resourceful teacher will have a score of means of his own devising for every one prescribed by the pedagogical doctor.

In like manner it is soon found that in order to reach the mind, arouse it to activity, and secure concentration of its powers, upon any matter, interest must be awakened, attention secured, and the results of mental concentration upon any subject must be gathered up in some form of expression, oral or otherwise. Here again the same fact and the same practical questions relating to the senses as mediums through which to secure the ends sought, present themselves. By the time this point is reached, no doubt it begins to dawn upon the student of child nature that "object teaching," instead of being a device to amuse children, or a revolutionary or reactionary method in antagonism to text book teaching, is, in its true function, exactly the opposite, and its true purpose is to secure attention, excite interest, and cultivate concentration to such a degree that the text-book not only, but the reference book, the general library, and all other available sources of knowledge become indispensable, and the highest means of diversion.

Just so in that part of the teacher's work relating to character building. Here the incentives to action and the means by which the choices and the will of the child are reached and manipulated, are more subtle and elusive, but not beyond the reach and control of the patient student of child nature. That they are not alike in all children is very soon ascertained, and the quackery of that school that teaches that all children will respond to the same method of treatment becomes apparent just as soon as the springs and sources of action are found to be diverse and multiform. But that only stimulates the eager and earnest inquirer to discover what disturbing elements have entered and vitiated the will and heart of the child so that his choices, desires, and proclivities are vitiated; and how these may be overcome and eliminated. And this is to study child nature. The teacher who has found the keys to these avenues through which child life manifests itself, and by this very manifestation takes on the form and the force of the character that is to be, and has the wisdom, discretion and judgment to so direct all outside forces as to contribute to symmetrical and continuous growth in intellectual power, in self control, and in right purposes and wise choices, has studied child nature to the great advantage of himself, the incalculable benefit of all youth with whom he is brought in contact, and to the welfare of the state whose interests are thereby subserved.

We had it in mind to say something concerning the negative side — what is

not the study of child nature, although passing for such, as well as some other things concerning the methods by which the study of the child should be prosecuted, but our space is exhausted, and we must await a convenient season to finish our topic. We are aware that we have suggested much more than we have found time or space to discuss. To follow up these suggestions and their application in many directions may not be an unprofitable line of thought and study on the part of such as are really desirous to be able intelligently to answer the question, "What is meant by the study of child nature, and for what purpose and to what advantage is it incumbent upon the teacher?"

THE WISCONSIN JOURNAL OF EDUCATION has had no warmer friend and helper in the past than Rev. W. Haughton, for the last five years county superintendent of Vernon County. In a letter informing us of his contemplated withdrawal from school work, to devote himself entirely to ministerial labor, he incloses us two little gems of song: "Christmas Song" and "New Year's Song." We publish the former this month, and will give the latter next month. Surely a service so onerous physically, which after five years of toil leaves a mind so vigorous, and keenly alive to the sense and power of poetic conception and expression, cannot be a service which necessarily dwarfs, narrows, or stultifies intellectual powers, or eliminates the finer sensibilities and passions of the soul.

CHRISTMAS SONG.

BY W. HAUGHTON.

O record of the written years,
So dark with crime, so stained by tears,
  So sad in song and story —
Yet burns across that mournful scroll
The light of many a noble soul,
  And many a deed of glory.

Amidst the carnage and the din
And smoke of battle, soil and sin,—
  Through waste and desolation,
What immolated heroes stand,
Immortalized in every land,
  Of every tribe and nation.

From many a lordly dwelling place,
And many a lowly hearth we trace
  Some life of self-denial;
And many and many a fragile form
Was strong to brave the vengeful storm
  Or meet the firey trial.

Who tells us that the race is vile,
Accurst of heaven — enslaved by guile —
  Downward to death progressing,
When midst the darkness and the thrall
A Father's pity reacheth all,
  And life is full of blessing.

And once again sweet Christmas brings
The happy song the seraph sings —
  The story all transcending —
Be thine, O Babe of Bethlehem
Love's everlasting diadem
  And glory never ending.

All martyred lives prefigured thine —
Were but thy types, O Lamb divine,
  Lord of the Life supernal; —
Ten thousand times ten thousand bow
Entranced before that thorn-pierced brow,
  And own Thee King eternal.

VIROQUA, WIS., December, 1884.

FROM information derived from various sources, it is apparent that the Exposition to be opened at New Orleans Dec. 15th, is attracting the attention of teachers throughout this and adjoining States very generally, and quite a large number will visit that city before the exposition closes in May next.

We publish on another page the announcement of the Illinois Central Railroad concerning the Teachers' Palace Car Excursion, and also that of the Palmer House Company, Chicago, of special rates at that hotel.

In many features this exposition promises to excel the centennial exposition at Philadelphia, in 1876. Especially for northern people, will the display be one of unprecedented interest and attractiveness. Wisconsin will be represented quite creditably in many interests. The educational exhibit is now being collected, and will consist of a very fine banner, giving statistics, a series of charts, giving outlines of public school work of all grades; examination papers of various schools, exhibits of work in drawing, botanical specimens, etc., photographs of school buildings, a unique map of the railway lines in the States, showing place of trains on each at a certain hour. Milwaukee will present the work of the schools in that city in a very creditable and impressive manner.

No little pains has been taken to show that while Wisconsin has an extensive system of public education, with a large and rapidly increasing number of fine school buildings well furnished and equipped, that this is not the result of rich endowment, but a growth of thirty-six years of State life, by the voluntary taxation of the people by themselves. That whatever of excellence or success characterizes our school work, is the result of an abiding conviction of the value of the diffusion of education and intelligence among all classes, and an unwavering purpose that these shall be the universal heritage of the entire population.

THE annual meeting of the Wisconsin Teachers' Association held in Madison in July last, was inevitably overshadowed by the larger gathering of the National Association, and many teachers, no doubt by oversight, neglected to enroll and pay the annual dues. The executive session, to be held in Madison, Decem-

ber 29-31, will perhaps be somewhat affected by the attractions of the New Orleans Exposition, and the favorable opportunity which low rates and the holiday vacation affords for a visit to the sunny south, and a study of the products and enterprises of a tropical and semi-tropical latitude. Yet there ought to be a large attendance at the winter meeting, and a vigorous effort made to enlarge the scope and intensify the influence of the Association.

We call the attention of our readers to the programme prepared by the officers, and the list of members published in the JOURNAL.

The lectures by Prof. Belfield, and Pres. Pickard, will be of great interest and value, and the papers, reports and discussions arranged for, open up a wide field for consideration of very practical topics directly bearing upon the work of teachers of every grade.

Let us all go to the meeting with such purpose and spirit, and in such numbers as to demonstrate that the enthusiasm of the summer has crystalized into an abiding force in professional life.

RETURNS from the recent election show that more than one-half of the county superintendents next year will be persons who have not before held that office. The following counties elect the persons named to the position. The counties not named re-elect the present incumbents.

Bayfield, Helen Rosenkranz; Calumet, H. Severin; Chippewa, T. J. Kiley; Clark, Miss A. Neff; Dane, 1st Dis., R. Sabin; 2nd Dis., A. J. Collins; Door, J. W. Kinsell; Douglas, Modie Macara; Dunn, Miss M. B. Slye; Eau Claire, Mrs. J. C. Sherwin; Fond du Lac, Thos. Lyons; Green, J. L. Sherron; Jefferson, J. A. Sheridan; Kenosha, Alex. Grant; Lincoln, W. L. Holden; Marathon, Ludwig Findox; Marinette, Rev. H. C. Todd; Milwaukee; C. H. Lewis; Oconto, J. M. Burbank; Outagamie, P. Flannegan; Pierce, John Murphy; Polk, Marcellus Tozer; Price, A. P. Morner; St. Croix, Miss B. M. Clapp; Sauk, E. C. Wiswall; Sawyer, Rev. A. A. Safford; Shawano, W. A. Grallapp; Taylor, J. T. Gray; Trempealeau, W. L. Cummings; Vernon, D. A. Mahaney; Walworth, J. G. Skeels; Washburn, Miss N. Carroll; Waushara, E. Monroe. Five women are elected county superintendents.

ONE of the unpleasant incidents resulting from the biennial elections, is the necessity thus enforced of officially parting with old associates in the work of the superintendency. Letters received from some of the county superintendents, who are to retire from the work, indicate very clearly that their connection with and interest in the schools under their supervision were not altogether or largely mercenary, but had come to occupy large measures of their thought, study and anxiety, so that the progress and success of teachers and taught were their comfort and delight, and the signs of retrogression, or lack of growth or failure, on the part of either, were their disappointment and grief.

At the conventions of county superintendents, and in the fields of their imme-

diate and regular labor, Supts. McLoughlin, Lunn, Taylor, Morgan, Greene, Haughton and others, who now retire from the work, will be greatly missed. The value of the long experience, the ability, the conscientious fidelity, which such men have contributed to the cause of efficient public schools, cannot be estimated in current coin. It is to be hoped their official mantles will fall upon equally able and faithful successors, who will continue to administer the trust until experience as long renders them equally efficient and valuable.

THE High School at Black River Falls has a commercial department, which for several years has been a special and interesting feature of the school. Under the new principal, Prof. C. R. Long, the department seems to be especially prosperous. A recent issue of the *Banner*, published at that place, says:

The commercial department of the Union High School is full to overflowing, with two or three new students being added every week. The furniture of the room has been entirely changed. A bank and a number of offices have been fitted up for carrying on "actual business," and a regular commercial course arranged. It is now an excellent place to get a good business education. The other departments of the school are in a correspondingly flourishing condition.

THE fault is more likely to be in the teacher than in the class when there is any general failure. She may have been indefinite in her assignment, injudicious in quantity of work allotted, inconsiderate of outside claims sure to be made upon them, unguarded and irratating in her introduction of the exercise, discouraging in her tone, dissipating in her questions, and should remember how susceptible they are to things to which she is hardened. The teacher needs to seek for the error in herself before she charges the failure to their account. It would be a fine thing to *have the teacher marked on a scale of ten as to her success in conducting each recitation*. If she could see her record as the pupils see theirs, possibly she would be more charitable.

OUR BOOK TABLE.

The Popular Science Monthly, for December, opens with a very interesting article by Prof. W. F. Allen (Illustrated), on The Reformaton in Time Keeping. The editor's table contains a significant article on Science in School Management. Other articles of special interest are — School Culture of the Observing Faculties; Queer Flowers; Perils of Rapid Civilization; Oddities of Animal Character.

This is No. 2 of Vol. XXVI. Published by D. Appleton & Co., New York. $5 per annum.

St. Nicholas for December, the Christmas number, is No. 2 of Vol. XII. If any have neglected to provide this magazine for the family or school room for the current year do not fail to introduce it as a Christmas or New Year gift. The illustrations, the poetry, the art, the natural history, the science, the fiction, and every other department of this number give promise that the magazine will be better this year than ever before if possible.

Published by The Century Co., New York.

The Century, for December, has for a frontispiece a portrait of Gen. Grant. Gen. Lew Wallace, Mark Twain, Geo. E. Waring, Jr., and W. D. Howells are among the contributors. The illustrated articles are — Dublin City; Hunting the Rocky Mountain Goat; American Painters in Pastel; The Sun's Energy; Recollections of a Private; The Capture of Fort Donelson.

We repeat what we have so often said before, that that self denial in other directions must be very severe that would be too great to make in order to secure the monthly visits of The Century.

Elements of English Speech. By D. Appleton & Company, New York.

The author says in the preface that this book is not designed for a text-book, nor intended to supplement text-books, but to encourage the critical study of our language in its forms and elements, and to suggest methods of investigation likely to prove useful in solving the many problems peculiar to English, as well as to exhibit something of the freshness, the life, and the vigor of a still growing idiom, and disclose, if it may, some hitherto unnoticed beauty and excellence of our mother tongue.

And that explicitly states the scope and purpose of the book, admirably carried out.

A Compend of Geology. By Joseph Le Conte.
Elements of Zoology. C. F. Holder and J. B. Holder, M. D.

These two books are of Appletons' Science Text Books, of which "The Elements of Chemistry," and "The Essentials of Anatomy, Phsiology, and Hygiene," have been previously issued, and others are to follow. They are profusely illustrated, the text is plain and strong, and the subjects are so handled as to awaken interest in further study, while the information given is accurate.

Published by D. Appleton & Company, New York.

THE enterprising house of Ginn, Heath & Co., Boston, are bringing out some very excellent books, fresh, vigorous, and exactly in the lines along which teachers especially find it necessary to read and study. They are soon to issue a text-book for teaching temperance in the public schools, which will be looked for with interest. The work is to be edited by Axel Gustafson, the author of "Foundation of Death," the book on the temperance question that has of late excited such a wide-spread interest.

We have just received from this house, an advanced copy of the new book "Emile, or Concerning Education." The book is made up of extracts containing the principal elements of pedagogy found in the first three books of that celebrated work, with an introduction by Jules Steig, Paris. The translation is by Eleanor Worthington, formerly of the Cook County Normal School. The price of the book is eighty cents, by mail, and is within the reach of every teacher.

This is the first of a series, to be styled Educational Classics, similar in style and character. The next to be issued is "Pestalozzi's Lienhard and Gertrud."

JANUARY, 1884. $1.00 IN ADVANCE.

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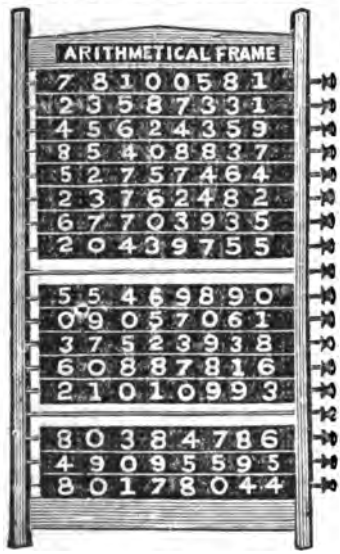

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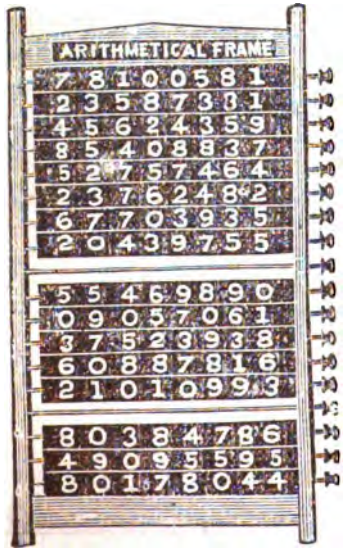

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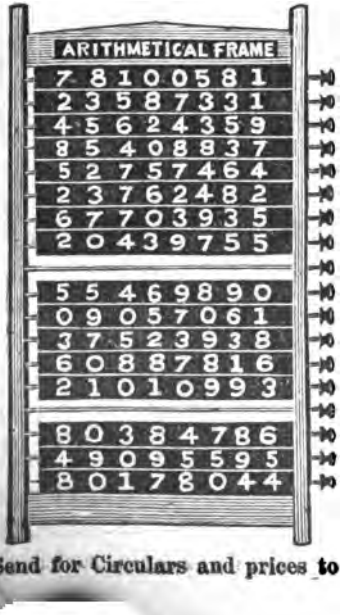

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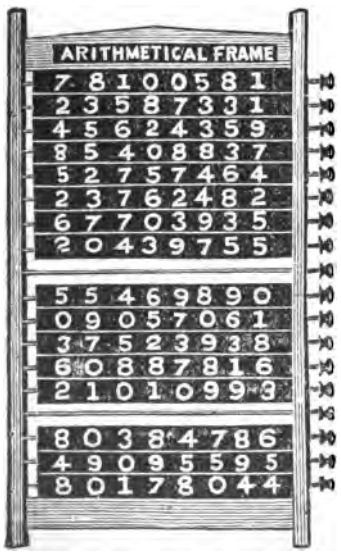

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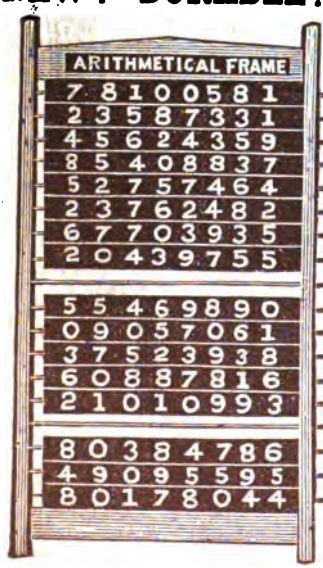

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AND OF THE
DEPARTMENT OF PUBLIC INSTRUCTION
MADISON WIS

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TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of students to any State Normal School:

1. Each assembly district in the state shall be entitled to eight representatives in the Normal Schools, and in case vacancies exist in the representation to which any assembly district is entitled, such vacancies may be filled by the president and secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the county superintendent of the county (or if the county superintendent has not jurisdiction, then the nomination shall be made by the city superintendent of the city) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the superintendent, to the secretary of the Board.

3. Upon presentation of such certificate to the president of a State Normal School, the candidate shall be examined, under the direction of said president, in the branches required by law for a third grade certificate, except history, and theory and practice of teaching, and if found qualified to enter the Normal School in respect to learning, may be admitted, after furnishing such evidence as the president may require of good health and moral character, and after subscribing to the following declaration:

I, —— ——, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this state.

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the president of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

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